

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Bustoz School

Tempe Elementary District  
2020 E. Carson Drive, Tempe, AZ 85282-7484

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

**Principal:** Mrs. Lisa Hobson  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.tempeschools.org/Bustoz/bustoz.html](http://www.tempeschools.org/Bustoz/bustoz.html)  
**E-mail:** [lhobson@tempeschools.org](mailto:lhobson@tempeschools.org)

**Grades:** K-5  
**2002 Enrollment:** 314  
**Phone:** (480) 897-2955 x 4605  
**Fax:** (480) 820-4065

## ∨ School Overview ∨

### Mission

Bustoz School will provide a supportive environment by creating enriching and relevant learning experiences that develop students' unique talents and gifts in collaboration with home and community, inspiring life-long learning and active community participation. The mission of Bustoz School is to teach all children the academic and life skills needed for future success.

### Organization and Philosophy

- w Multiple Intelligence Teaching Focus
- w Focus on AZ State Standards
- w Small School with Team Teaching
- w Modified Year Round Schedule

### Instructional Programs

- w Free Full-Day Kindergarten
- w Staff Completing ESL Endorsements
- w CLIP trained teachers tutor one on one
- w Resource, Gifted, Self-Contained Sp. Ed.
- w Project Venture Computers in 2 classes
- w Computer Lab offers Weekly Instruction
- w Multi-age Classrooms
- w Small Classes and Open Enrollment

### School/Academic Goals

- w Increase math, reading and writing skills as measured by the District Assessment Plan including district assessments, state criterion referenced and norm referenced tests.
- w Complete provisional training and endorsement of teachers in instruction of English Language Learners.
- w Adopt and incorporate a character based program using lifelong guidelines and personal qualities that will help students become self-assured learners and confident problem solvers who make the best decisions possible.
- w Incorporate Brain Based philosophies/practices into our Multiple Intelligence Instructional Focus so that all children learn in environments free from stress while using all their intelligences to process information and reflect their achievements.

### Enrollment

October 1, 2001 School Year Student Enrollment:	305
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	88

<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**

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

**Council Duties**

- w Budget Allocation
- w Development of School Plan
- w Creation of Business Partnerships
- w Funding of Extracurricular Activities
- w Promote Marketing of Bustoz School
- w Regular Support of Classroom Teachers

**∨ Staffing Information ∨**

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

Position	Number	Position	Number
<b>Administrator</b>	1.00	<b>Teacher</b>	18.95
<b>Other Professional Staff</b>	3.60	<b>Teacher Aide</b>	8.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	<i>Degree</i>			
	Bachelor's	Master's	Doctorate	Other
<b>3 or fewer years</b>	7	2	1	0
<b>4 to 6 years</b>	5	2	0	0
<b>7 to 9 years</b>	1	1	0	0
<b>10 or more years</b>	1	7	2	0

**∨ Shared Responsibilities ∨**

**School**

Bustoz School provides a safe environment in a pleasant atmosphere that is conducive to learning. Instruction aligned to state standards, taught with a focus on multiple intelligences results in high academic achievement. Positive interactions between students lead to high self-esteem, responsible decision-making and strong interpersonal skills. Effective two-way communication between home and school supports our shared goal of developing children with the necessary skills for future success.

**Parents**

Families are expected to ensure that children attend school on time daily; that they are well-rested, nourished and properly clothed; to maintain good communication with the classroom teacher; to support their children's efforts and to participate actively in their education. Families should support the academic goals of their child's education; provide an environment that stresses the importance of learning, including a place to complete homework, special projects and nightly reading.

**∨ Transportation Policy ∨**

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the Governing Board. Primary considerations for busing are distance and major street locations. No standard distance is used in determining busing requirements.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/25/02	1/8/03	3/14/03	5/23/03
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### Additional Calendar/Report Card Information

Progress reports are sent home four times each year, half-way through each quarter.

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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 - No

<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 Project Venture Labs in two classrooms	W Closed-circuit TV/Video Capacity
W Computer Lab and Library	W Multipurpose Room for After Sch. program

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#### Extracurricular Activities

W Camp Invention in Summer	W Student Council
W Grades 4 and 5 Chorus	W Afterschool Fitness Club
W Girl Scouts	W Jump Rope For Heart
W PLUS Project Tutoring	W Computer Club After School

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#### School/Community Resources

W Before/After School Childcare Program	W Full Time Nurse on Staff
W Counseling Services	W Active Girl Scout Troop
W Access to District Clothing Bank	W Breakfast/Lunch Programs
W District Parent Liaisons	W Social Workers Connect to Soc. Services

## ∨ 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 Implemented a site-based technology plan tied directly to state and district technology standards and a schoolwide plan to focus on increased student achievement in reading, writing and math for all students.</p> <p>W Increased student enrollment by welcoming our new north attendance area families and recruiting Open Enrollment students into the Bustoz community. More students gave us the flexibility to create multi-age classes and team teaching situations.</p> | <p>W Completed the 3rd year as a Focus School. Our teaching is based on the Multiple Intelligences Theory of Howard Gardner. Children learn about the world by using their multiple 'Intelligences' as we teach to all of each child's intelligences.</p> <p>W Developed a successful schoolwide plan to increase student attendance and lower the tardy rate. In addition, we focused on increasing and improving communication with parents.</p> |
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### 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>	24.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.7 %	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
Project Venture Grant Awarded to 2 teachers	2002
2 Bank of America/A.S.U. grants for Nat'l Board Cert.	2002
Impact Award Winner	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>37</b>	<b>527</b>	<b>11%</b>	<b>19%</b>	<b>41%</b>	<b>30%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>37</b>	<b>521</b>	<b>16%</b>	<b>19%</b>	<b>62%</b>	<b>3%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>36</b>	<b>535</b>	<b>0%</b>	<b>25%</b>	<b>36%</b>	<b>39%</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>31</b>	<b>511</b>	<b>13%</b>	<b>32%</b>	<b>39%</b>	<b>16%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>31</b>	<b>531</b>	<b>13%</b>	<b>26%</b>	<b>35%</b>	<b>26%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>31</b>	<b>525</b>	<b>6%</b>	<b>16%</b>	<b>16%</b>	<b>61%</b>
	State	61760	494	14%	40%	12%	34%

<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	--	--	--	--	--	--	--	--	--	100	57	60	--	--	--
2	Reading	--	--	--	100	45	50	81	58	52	84	47	53	78	58	57
	Language	--	--	--	100	38	40	84	61	43	87	44	44	78	50	48
	Mathematics	--	--	--	100	52	51	84	83	55	87	67	57	78	48	61
3	Reading	97	67	47	100	63	47	100	51	48	79	64	50	71	51	50
	Language	97	72	49	100	63	51	100	63	54	79	71	56	71	52	57
	Mathematics	97	69	46	100	66	49	100	64	52	79	81	54	75	69	56
4	Reading	93	56	53	100	77	54	100	62	54	85	66	55	95	56	55
	Language	100	50	47	100	64	49	100	52	48	85	62	50	95	57	50
	Mathematics	97	56	51	100	71	54	100	63	55	85	65	57	100	59	58
5	Reading	100	64	51	100	63	51	98	63	51	83	55	51	78	60	53
	Language	100	48	42	100	45	44	98	55	45	83	53	45	78	53	47
	Mathematics	100	53	51	100	52	54	98	70	55	83	62	57	83	67	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>81</b>	<b>70</b>
<b>Grades 3-4</b>	<b>66</b>	<b>63</b>
<b>Grades 4-5</b>	<b>69</b>	<b>85</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</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

Bustoz is proactive in promoting a safe learning environment for all. Staff is visible and knowledgeable about maintaining a safe, orderly climate. We follow district procedures for visitors. They must come to the front office, sign-in, and wear an ID badge on campus. All district employees wear ID badges. Our campus is gated and all outside doors are locked after school starts. We are reviewing school wide character and discipline plans that support children in making good decisions.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,186	\$686,480
Classroom Supplies	\$21	\$4,448
Administration	\$666	\$143,510
Support Services-Students	\$360	\$77,481
Other Support Services and Operations	\$1,049	\$226,102
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,282</b>	<b>\$1,138,021</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Lisa Hobson	(480) 897-2955	4605
<b>Transportation Policy</b>	Paul Novak	(480) 350-9006	7420
<b>Community Resources</b>	Maria Hornyman	(480) 897-2955	4616
<b>School Nutrition Programs</b>	Pam Gorowara	(480) 774-2124	
<b>Parent Organization</b>	Debbie Douglass	(480) 897-2955	4646
<b>Student Health/Nurse</b>	Charleen Thomas	(480) 897-2955	4603

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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