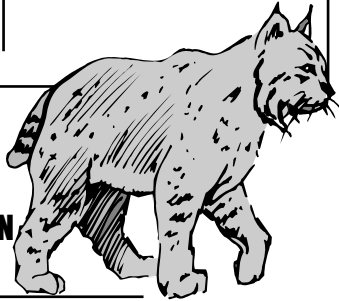


A PROUD TRADITION OF EXCELLENCE

- Student Council
- Accelerated Learning Lab (ALL)
- Storytelling Festival
- Chess Club
- ESL Support
- Traveling Show
- Clear Creek Camp
- Field Trips
- School Choir
- Science Fair
- Dance Festival
- Renaissance Fair
- Small Group Autism Classes
- Utah History Program
- Space Shuttle Simulator
- Grade Level Programs
- Bully Blockers Program



CHARACTER EDUCATION Barratt Virtues

Barratt Elementary teachers and parents teach the "Seven Essential Virtues"

- 1. Empathy:** Identifying with and feeling other people's concern.
- 2. Conscience:** Knowing the right and decent way to act, and acting that way.
- 3. Self-Control:** Regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right.
- 4. Respect:** Showing you value others by treating them in a courteous and considerate way.
- 5. Kindness:** Demonstrating concern about the welfare and feelings of others.
- 6. Tolerance:** Respecting the dignity and right of all persons, even those whose beliefs and behaviors differ from our own.
- 7. Fairness:** Choosing to be open minded and to act in a just and fair way.

PTA OFFICERS 2009-2010

President Ellen Bodine
Admin. VP Brent Palmer
Teacher VP Emily Rosell
Leadership VP Melanie Morris
Membership VP Kerri Reese
Treasurer Robyn Knowlton
Secretary Joy Cornell
Public Relations Kim Garrett

Barratt Elementary's VISION...

- B**est effort from Teachers and Students.
- A**ll Children Can Learn.
- R**esponsible Citizens in the Making.
- R**espect for Self and Others.
- A**ttitude is everything.
- T**eaming for Success.
- T**urning into Life-long Learners.

Barratt Elementary
168 North 900 East
American Fork, UT 84003
(801) 756-8528
www.barratt.alpinedistrict.org

BARRATT ELEMENTARY



2009 - 2010 Annual Stakeholder Report

◆ MISSION ◆

To help students acquire the knowledge and skills needed to reach their potential as contributing members of the community.

NO CHILD LEFT BEHIND 2008-2009 Results

Recently, the Utah State Office of Education released their summary of the State Core Testing results for 2008-2009. Each school's scores are analyzed in language arts, mathematics, and the percent of students taking the test. This analysis is done for nine different sub groups, as well as for the school as a whole. In all, forty different criteria are used to determine if a school made Adequate Yearly Progress (AYP) according to the federal legislation entitled "No Child Left Behind." It is necessary for a school to meet or exceed state established goals in all forty areas in order to make AYP. According to the state analysis, Barratt was determined to be achieving AYP in all forty areas.

Barratt was determined to be achieving AYP in all forty areas.

As a faculty, we were pleased to see that 85% of our students in language arts and 79% of our students in mathematics successfully passed the tests. In addition, our students outscored the state average in 142 of the 148 objectives tested on the state core. We are also pleased to report that Barratt achieved good over-all progress on the Utah Performance Assessment for students (U-Pass) for 2008-2009. In the areas of language arts, science and attendance, Barratt students scored in the excellent range. At Barratt Elementary we are using the test results to improve instruction, plan professional development, and to target individual students who are in need of additional help and support. We are committed to a collaborative approach to continuous school improvement. Our goal is higher academic achievement for each of our students.

2009-2010 Student Community Council Members

Marie EarlChair/Teacher
 Karen LeinweberTeacher
 Brent PalmerPrincipal
 Annette CarrollParent
 Tom FreestoneParent
 Janeen LedkinsParent
 Helene ThomasParent
 Kim GarrettDistrict Rep
 Ellen BodinePTA

SCHOOL IMPROVEMENT GOAL and RESULTS "Improved Student Reading"



2008-2009 GOAL

Our goal was to move 10% of our below basic students (scoring at levels 1 & 2) to the proficient level (scoring at levels 3 & 4) on the state end of year criterion reference test (CRT) in reading. For students in grade 1 DRA2 assessment benchmarks will be in use.

2008-2009 Target Students RESULTS

Sixty-five target students were selected in grades 1-6. Students received additional instruction from teachers and individual tutoring from aids hired with Land Trust money. Thirty-eight students achieved the goal of passing the CRT test (Levels 3 & 4) or meeting the benchmark DRA2 Goal. The thirty-eight passing students represent a 58% passing rate far exceeding our school improvement goal.

2009-2010 Enrollment Summary

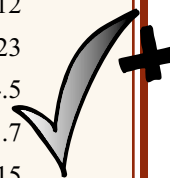
Total # of Students . .630
 Asian9
 Black4
 Hispanic10
 American Indian5
 Other0
 Pacific Islander6
 Caucasian596

Barratt Elementary VALUES...

- Collaboration.
- Students best efforts toward learning.
- Assessments for and of student learning.
- Our school-wide rules and discipline plan.
- Supportive parents and volunteers.

A DEDICATED FACULTY

Average years of teaching13
 Masters Degree
 (Or Masters Equivalence)7
 Special Education Endorsements .6
 Gifted and Talented Endorsements 3
 Early Childhood Endorsements . .2
 ESL Endorsements6
 Teacher In-Service classes
 taken in the past year112
 Regular Education Teachers . . .23
 Special Education Teachers . . .4.5
 Classified Support Staff7
 Part-time Teachers Aids15



"What the best and wisest parent wants for his own child, that must be what the community wants for all of its children."

John Dewey, 1900

WORKING COLLABORATIVELY TO INCREASE STUDENT LEARNING

Each Monday, teachers meet in collaborative grade level teams. The meetings focus on student learning. Teachers are guided by the following four questions:

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who are not learning?
4. How will we respond to students who already know the material?

These four questions provide a framework for analyzing data, developing learning benchmarks, developing common assessments, comparing results and implementing strategies focused on student learning. Through this process, teachers are able to identify strengths as well as areas of needed improvement.