

Rush Elementary Annual Report – 2024-25

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Principal: Lucy Davies
Associate Principal (2025-26): Charles Jamieson
Mascot: Cheetah
Colors: Green and Gold

of students, October 2024: 633
of teachers: 49
Teachers with at least a Master's Degree: 75.5%
Student regular attendance rate: 84.4%

District Mission

Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

School Mission

Accept where students are, then cultivate, engage, and challenge them to reach personal success.

School Funding

District General Fund Budget: \$602.5 million
District Per Pupil Expenditure: \$18,815.21 per pupil
Building Budget for this school: \$93,143

School Description

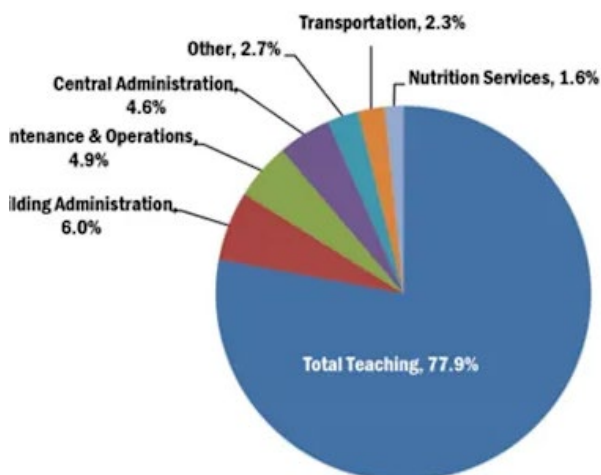
Rush Elementary serves students in a safe and nurturing environment with a strong academic foundation. The school is known for its cultural diversity, with students and families speaking over 40 languages and bringing a wealth of global experiences. The school emphasizes positive behavior through its PBIS framework and is deepening its commitment to equity and community through Restorative Practices. This approach fosters healthy relationships and a strong sense of belonging. Family engagement is a cornerstone of the school's success, with regular connection meetings, leadership opportunities, and strong PTA support.

Through ongoing professional development, staff work to ensure every student can achieve high standards. Staff provide tailored instruction for all students using a Multi-Tiered System of Support (MTSS) system. Teachers are committed to inclusive practices and data-driven decision-making to ensure every student thrives.

2024-25 District Expenditures

Where does the money go?

Where does the money go?



2024-25 School Goals

Teachers at Rush Elementary conducted a thorough analysis of both academic and social-emotional learning data. They reviewed state testing results, FastBridge scores in math and reading, and Panorama survey data to gain a comprehensive understanding of student performance. This data was disaggregated to examine trends across different student subgroups and to identify historical patterns. Using these insights, along with classroom-based assessments, teachers collaboratively set targeted goals to support student growth and success.

Reading (Grades K-2):

80% of kindergarten, 1st grade, and 2nd grade students will demonstrate proficiency in the General Reading component as measured by the FastBridge Screening-to-Intervention (s2i) Report.

English Language Arts, with a focus on Speaking (4th Grade ML Students):

50% of current 4th grade Multilingual learners (ML) will meet expected growth on the WIDA this year.

Self-Efficacy (Grade 3-5):

60% of students in each focus group in grades 3-5 will respond positively to the self-efficacy questions on the Panorama Survey.

State Assessment Results

Smarter Balanced Assessment (SBA)

English Language Arts (ELA) SBA results by grade and year (School, District, State)

English Language Arts (ELA)			
3 rd Grade			
Year	School	District	State
2023-24	74	78	48
2024-25	74	76	48
4 th Grade			
Year	School	District	State
2023-24	81	79	49
2024-25	78	78	49
5 th Grade			
Year	School	District	State
2023-24	82	81	52
2024-25	81	81	53

Math SBA results by grade and year (School, District, State)

Math			
3 rd Grade			
Year	School	District	State
2023-24	78	78	51
2024-25	83	76	51
4 th Grade			
Year	School	District	State
2023-24	81	78	48
2024-25	79	77	48
5 th Grade			
Year	School	District	State
2023-24	74	73	42
2024-25	72	72	42

Student demographics:

Gender	% of students
Female	49%
Male	51%

Race/Ethnicity	% of students
Asian	68%
Black/African American	2%
Hispanic/Latino of Any Race(s)	6%
Two or More Races	5%
White	20%

Programs	% of students
English Language Learners	31%
Low Income	10%
Students with Disabilities	9%

School Building

Our school facilities are available for public use by contacting our school office.

Building Condition Assessment: Fair

The Building Condition Assessment represents an overall permanent building condition assessment. It is conducted by a third party in accordance with the state's Asset Preservation Program.

Invitation to Participate

We welcome and appreciate the involvement of families and community members in our school. Please contact our school office if you want to join us and help make a difference for our students.