

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Bogle Junior High School

Chandler Unified District
1600 W. Queen Creek Road, Chandler, AZ 85248

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

Principal: Mrs. Sharon Kenyon

Schedule: 8:00 AM to 4:30 PM

Web Address: www2.chandler.k12.az.us/bogle-jrhigh/

E-mail: forceyh@chandler.k12.us.az

Grades: 7, 8

2002 Enrollment: 1104

Phone: (480) 883-5500

Fax: (480) 883-5520

∨ School Overview ∨

Mission

Bogle is committed to providing each student with a quality education by promoting academic excellence and responsible social development in a safe school environment. In order that each child becomes a successful and contributing member of society, we work to instill PRIDE (Positive attitude, Respect for others, Individual responsibility, Dedication to learning, Excellence in all) in academic, social and personal development through cooperative efforts of the school, parents and community.

Organization and Philosophy

- w Modified Year-round School
- w Grade-level Teaching Teams
- w Interdisciplinary Instruction
- w Inclusion and Resource Services

Instructional Programs

- w Honors Classes & CUSD Academic Talented
- w On-site Special Education
- w ESL & Sheltered English Immersion
- w Advanced High School Placement - Math
- w Industrial Technology
- w Band/Choir/Orchestra
- w Foreign Language
- w Exploratory Wheel

School/Academic Goals

- w Bogle staff will actively implement strategies to increase reading achievement as measured by 2003 SAT9. Using Carr's formula, BJHS will increase by 4% the number of students at or above the 50 percentile in reading achievement as measured by SAT9.
- w Each Bogle student will develop pre-writing/composing, editing and spelling skills to strengthen written proficiency for application across the curriculum.
- w Each Bogle student will demonstrate mathematical proficiency in computation procedures, geometry, number relationships/systems and measurement in order to develop and apply problem-solving strategies across the curriculum.
- w Each Bogle student will demonstrate positive personal actions that support the learning community and result in personal growth and development.

Enrollment

October 1, 2001 School Year Student Enrollment:	1314
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	59

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

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

Council Duties

w Curriculum Development
 w Prop 301 - Pay for Performance
 w School Safety Issues
 w Parent/Educator Relations
 w Operational Procedures
 w Community Partnerships

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	58.33
Other Professional Staff	3.66	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	6	0	0
4 to 6 years	5	8	0	0
7 to 9 years	3	8	0	0
10 or more years	5	15	0	0

∨ **Shared Responsibilities** ∨

School

Parents are informed of student progress through regular quarterly report cards, mid-quarter progress reports and bi-annual parent/teacher conferences. Information regarding academic and behavioral expectations, attendance procedures, curriculum and instruction or school activities are provided to parents through newsletters, teacher phone calls and cards, Thinkwave Open House, phone master, Parent Booster Club, community newspaper/TV articles, and the school website.

Parents

Bogle parents are encouraged to actively participate in their child's academic and social development at school. Parents are responsible for notifying the school of absences, providing health history and emergency contact information. They are expected to become partners in the learning process by participating in conferences, monitoring homework assignments, serving on school committees and attending various school functions.

∨ **Transportation Policy** ∨

The board authorizes the administration to provide regular school bus transportation to and from school for special education students whose handicapping conditions require transportation as indicated on the student's Individual Education Programs; grade 7-8 students who reside one and one-half miles or more from school. All students and parents are required to read and sign a Safe Student Transportation Agreement which outlines student responsibilities on the bus.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/31/02
Average Daily Instruction Time:	6 hrs. 17 min.	Last Day of School:	6/4/03

Operates on Year-round Schedule

Report Card Release Dates

10/10/02	12/31/02	3/19/03	6/13/03
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Additional Calendar/Report Card Information

Parents are apprised of any changes in progress through interim progress reports provided in addition to regular quarterly report cards. Teams meet frequently with parents throughout the year and are available daily for consultation.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes 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 Industrial Technology Lab	W Three IBM Computer Labs - Smart Boards
W Fully-equipped Athletic Facilities	W Library - Closed Circuit Communications

Extracurricular Activities

W Student Council	W National Junior Honor Society
W Drama Club	W Journalism/Newspaper Club
W Builder's Club - Kiwanis	W Art/Photography Club
W French Club	W Technology Club

School/Community Resources

W Counseling Services	W Tutoring/Intersession Remediation
W Valley Big Brothers & Sisters Mentoring	W Afterschool Sports Program
W Breakfast Program	W Teens Are Saying Know - TASK
W Lunch Study Program	W School Resource Officer

∨ 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

W Arizona Multi-University Middle Level Consortium Member-2000, 2001, 2002. W CUSD Clean School Award--1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002.

W Intel TIPS - Technology Integration Project - First Place 2001. Intel - Technology Integration Grants. W Central Arizona Science & Engineering Fair--First Place Projects--2002.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	13.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	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
Chandler Chamber of Commerce - Teacher of the Year	2002
State Solo/Ensemble - Orchestra & Band Superior Ratings	2002
State Poetry Winners	2001
Conference Athletic Champs: Volleyball/Soccer/Baseball	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 ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	577	521	10%	18%	47%	24%
	State	57484	504	24%	20%	40%	16%
Writing	School	558	510	5%	33%	59%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	581	473	26%	49%	17%	8%
	State	57734	459	39%	40%	14%	7%

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

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												
7	Reading	99	57	52	100	60	53	94	58	52	89	62	53	90	66	55
	Language	100	61	52	98	62	54	95	62	54	88	67	55	90	70	58
	Mathematics	97	55	53	100	60	55	95	64	56	89	66	58	91	65	60
8	Reading	94	59	54	100	63	54	95	61	53	89	60	55	91	66	56
	Language	95	54	46	100	63	49	96	61	49	89	59	50	90	67	52
	Mathematics	95	50	52	100	58	54	96	61	56	89	64	58	91	66	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 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 6-7	76	51
Grades 7-8	77	70
	*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

Safety is paramount and centers on a detailed Crisis Plan that is annually updated. Monthly fire drills and semester lock-downs are conducted to ensure students and staff function in a calm, orderly manner in emergency situations. Campus supervision includes a full-time security guard and School Resource Officer; the use of two-way radios for communication. Project Wisdom and Victory With Honor Programs emphasize character development. A written Code of Conduct is distributed to all students.

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).

3

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	\$2,639	\$3,263,856
Classroom Supplies	\$72	\$89,023
Administration	\$480	\$593,238
Support Services-Students	\$120	\$147,911
Other Support Services and Operations	\$681	\$841,748
Total Expenditures- All Categories 2000-2001	\$3,991	\$4,935,776

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	Sharon Kenyon	(480) 883-5500	
Transportation Policy	Cathy Brown	(480) 812-7275	
Community Resources	Susan Avey	(480) 883-5500	
School Nutrition Programs	Carmen Rutherford	(480) 883-5504	
Parent Organization	Lisa Stone	(480) 857-8201	
Student Health/Nurse	Susan Lamb	(480) 883-5502	

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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