



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1600 W. Queen Creek Road, Chandler, AZ 85248

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Excelling
2002-03	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Sharon Kenyon
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 1031
 Web Address : www.chandler.k12.az.us/
 Phone Number : (480) 883-5500
 Fax Number : (480) 883-5520
 E-mail : kenyon.sharon@chandler.k12.az.us

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.

School / Academic Goals

- Ü Bogle will increase the total percent of students meeting or exceeding standards as measured by the AIMS/Terranova test in the area of READING for the school year of 2005-06.
- Ü Bogle will increase the total percent of students meeting or exceeding standards as measured by the AIMS/Terranova test in the area of MATH for the school year of 2005-06.

Enrollment

October 1, 2004 School Year Student Enrollment : 1001
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 68

Instructional Programs

- ü Honors Classes
- ü On-site Special Education
- ü ELL & Sheltered English Immersion
- ü Elective Program Selection
- ü CUSD Academically Talented Program: CATS
- ü AVID Advancement via Indiv. Determin.
- ü READ 180 Lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Parents are informed using report cards, progress reports, parent/teacher conferences, newsletters, phone calls, cards, electronic gradebook, Open House, phone master, PTO, community TV/newspaper articles, and school website.

Parents

Parents are responsible for reporting absences, providing health history/emergency contact information. They become partners in the learning process by participating in conferences, monitoring homework, serving on committees, and attending functions.

Transportation Policy

Transportation is provided grade 7-8 students who reside 1.5 miles or more from school; or students whose IEPs indicate a need. Student/parent signatures are required on a CUSD Transportation Agreement outlining student responsibilities on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Migrant Close-Up Scholarship-Washington D.C.	2005
ü District Geography Bee Winner	2005
ü Honeywell Educators at Space Academy Scholarship	2005
ü Athletic Champs: X-Cntry, Bsbll, Sftball, Track, Wrest	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	456	2247	78250	99	99	99	562	563	548	11	13	21	16	16	18	58	53	48	15	17	13
All Students (Prior Year)	482	2089	75001	99	99	99	490	470	468	19	33	37	40	41	36	24	18	16	16	8	10
Female	215	1065	38071	100	98	99	563	563	549	11	12	20	16	18	19	57	53	49	17	16	12
Male	241	1173	40126	98	100	99	561	563	547	11	14	23	16	15	17	59	54	46	14	17	14
African American	27	146	4058	96	99	99	565	537	523	4	21	32	21	23	22	63	49	41	13	7	5
Hispanic	124	653	29129	98	98	99	524	533	527	28	28	32	19	23	23	49	44	40	4	6	6
Asian/Pacific Islander	24	113	1747	100	100	100	597	605	589	5	6	9	5	7	9	55	46	50	36	42	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	536	518	NC	16	36	NC	32	25	NC	35	36	NC	16	4
White	272	1302	38320	99	100	99	577	577	568	4	6	12	15	13	14	62	60	55	19	21	19
Students with Disabilities	47	260	9329	92	100	100	455	488	454	43	42	64	34	31	18	23	26	16	0	2	2
Students without Disabilities	410	1991	68996	100	99	99	574	573	561	7	10	16	14	15	18	62	57	52	17	19	14
Limited English Proficient Students	39	172	10133	100	98	100	473	493	488	52	45	45	15	22	25	30	30	28	4	4	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	94	554	33388	93	90	94	524	536	530	35	30	32	22	23	22	38	41	40	5	6	5
Non-Economically Disadvantaged	363	1697	44937	100	100	100	571	572	561	5	8	13	14	14	15	63	58	54	18	20	18

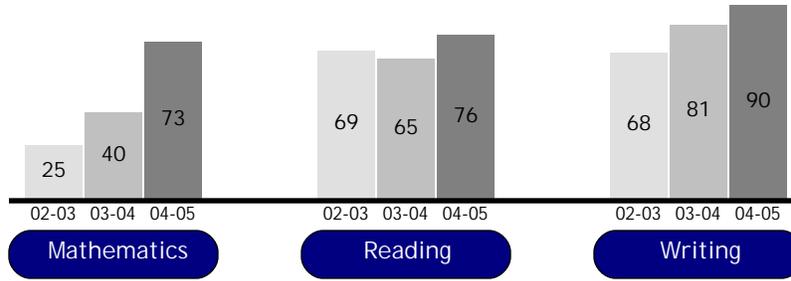
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	457	2247	78302	99	0	99	529	529	512	6	6	11	18	20	25	65	63	57	11	11	7
All Students (Prior Year)	483	2091	74918	99	99	99	516	505	497	17	25	32	18	19	19	45	40	35	20	17	15
Female	215	1064	38082	100	0	99	538	535	518	4	5	8	13	15	24	74	69	61	10	11	7
Male	242	1174	40166	98	0	99	522	523	507	7	7	14	24	24	26	57	59	54	12	10	6
African American	27	147	4064	96	0	100	529	509	498	0	9	14	25	26	29	67	58	54	8	7	3
Hispanic	124	652	29152	98	0	99	492	500	492	16	15	17	29	30	34	51	51	46	3	3	2
Asian/Pacific Islander	24	113	1746	100	0	100	551	556	542	0	2	5	14	8	13	73	67	66	14	23	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	506	484	NC	6	19	NC	29	38	NC	58	42	NC	6	1
White	273	1302	38347	99	0	99	545	543	531	2	2	5	13	15	17	71	69	68	15	14	10
Students with Disabilities	48	262	9353	94	0	100	436	461	429	27	21	40	34	43	38	39	35	22	0	1	1
Students without Disabilities	410	1989	69024	100	0	99	540	537	524	3	5	7	17	17	23	68	67	62	12	12	7
Limited English Proficient Students	39	172	10140	100	0	100	439	455	451	28	25	28	35	42	43	37	33	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	94	554	33398	93	0	94	491	502	495	21	15	18	35	33	35	39	47	46	5	4	2
Non-Economically Disadvantaged	364	1697	44979	100	0	100	539	538	525	2	3	6	14	15	18	72	68	66	12	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	455	2246	78094	98	99	99	568	566	545	1	1	3	9	10	18	87	87	77	3	2	2
All Students (Prior Year)	479	2074	74503	98	98	99	541	512	491	2	5	9	17	26	32	66	60	51	15	9	8
Female	213	1064	38025	99	98	99	580	577	558	1	0	2	5	7	13	88	89	82	6	4	2
Male	242	1173	40013	98	100	99	558	557	534	2	2	5	12	13	23	85	84	71	0	1	1
African American	27	146	4037	96	99	99	566	557	532	4	2	4	4	11	22	92	84	73	0	3	1
Hispanic	124	655	29068	98	99	99	536	539	523	3	3	5	21	21	27	75	76	67	1	0	1
Asian/Pacific Islander	24	113	1743	100	100	100	586	593	577	5	2	2	9	7	9	73	81	82	14	10	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	535	526	NC	3	4	NC	16	25	NC	77	70	NC	3	0
White	271	1299	38265	99	100	99	583	579	564	0	0	2	3	4	11	93	93	84	4	2	3
Students with Disabilities	47	260	9275	92	100	100	458	492	444	7	5	14	37	32	46	56	63	39	0	0	1
Students without Disabilities	409	1990	68892	100	99	98	581	576	559	1	1	2	6	7	14	90	90	82	3	3	2
Limited English Proficient Students	39	172	10084	100	98	100	470	490	474	6	6	10	41	34	39	50	59	50	4	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	94	553	33296	93	90	94	532	543	527	7	2	5	26	22	27	66	74	67	1	1	0
Non-Economically Disadvantaged	362	1697	44871	100	100	100	578	574	559	0	1	2	4	6	12	92	91	84	4	3	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	63	58	51	99	66	NA	54	96	61	57	50
	Language	100	69	62	54	98	70	67	58	96	63	59	52
	Mathematics	100	65	59	58	99	69	65	62	96	60	55	50
8	Reading	99	62	57	53	99	67	NA	55	99	58	57	51
	Language	99	63	59	49	99	66	60	52	99	59	56	50
	Mathematics	99	66	61	58	99	71	62	61	98	59	59	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	50.50
Other Professional Staff	3.66	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	1	6	0	0
7 to 9 years	2	7	0	0
10 or more years	7	20	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	252
Teachers with Emergency Certificaton.	15
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Lab
- Ü Classroom LCD Projectors
- Ü Three IBM Computer Labs - Smart Boards
- Ü READ 180 Lab

Extracurricular Activities

- Ü Student Council
- Ü Varsity Club
- Ü National Junior Honor Society
- Ü Drama Club
- Ü Kiwanis - Builder's Club
- Ü East Valley Athletic Conference - Sports
- Ü Dance Club
- Ü Knowledge Bowl Team

Social Services

- Ü Counseling Services
- Ü Tutoring/Intersession Remediation
- Ü After School Sports Program

School Achievements/Accomplishments 2004-05

- ü Arizona Department of Education: Arizona Learns Excelling School 2003-04, 2004-05

- ü CUSD Clean School Award--1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005.

- ü 2004-05 Arizona State Knowledge Bowl Runner-Up;
CGCC Excellence in Mathematics Competition Overall Team Champions

- ü 2004-05 Honeywell Science and Technology Fair (5) Award Winning Projects

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A detailed Crisis Plan is annually updated. Monthly fire drills/semester lock-downs are conducted to ensure calm, orderly response in emergency situations. A full-time security guard and School Resource Officer are on premises daily. Students are involved in a schoolwide anti-bullying campaign and are taught to recognize behaviors, roles, and responsibilities related to bullying and harassment. Athletes and coaches participate in character education through the Victory With Honor program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sharon Kenyon	(480) 883-5500
Transportation Policy	Sterling Skousen	(480) 812-7275
Community Resources	Susan Avey	(480) 883-5500
School Nutrition Programs	Carmen Rutherford	(480) 883-5504
Parent Organization	Letishia Finnell	(480) 883-5523
Student Health/Nurse	Maureen Briggs/Tonya Cabral	(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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.