

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Bonillas Elementary Basic Curriculum Magnet

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

Tucson Unified District
4757 E. Winsett, Tucson, AZ 85711

Principal: Mr. Richard Romero
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: rromero@tusd.k12.az.us

Grades: K-5
2002 Enrollment: 503
Phone: (520) 232-6600
Fax: (520) 323-3812

∨ School Overview ∨

Mission

Bonillas Basic Curriculum Magnet School is a school with structured, self-contained classrooms in which the faculty and staff strive to provide each student with maximum opportunities to acquire an education. Bonillas must prepare students for the many challenges they will face throughout their lives by ensuring that they become critical thinkers who are well-equipped to make informed decisions and valued judgements.

Organization and Philosophy

- w Magnet Program
- w Back-to-Basics
- w Self-contained Classrooms
- w Structured Classrooms

Instructional Programs

- w On-site Special Education
- w Gifted
- w Full-day Kindergarten
- w Speech
- w Hearing Impaired
- w Tutoring (Reading and Math)
- w Technology Integration

School/Academic Goals

- w Strong emphasis placed in the academic areas, especially reading, phonics, math and English. Provide tutors and necessary resources to meet the needs of our at-risk students.
- w Collaborate with community to meet the educational and social needs of students. Parents will be warmly welcomed, treated with respect and will be recognized as partners in their children's education and development.
- w That all of us will establish a comfortable, nurturing and supportive environment where all children can succeed. The atmosphere must be one in which there is understanding, acceptance and appreciation of diversity.
- w The school must be a place where there is mutual respect, trust and honesty among all involved in order to create an effective school. Teachers will be treated and will act as professionals. Their ideas and opinions will be listened to and valued.

Enrollment

October 1, 2001 School Year Student Enrollment:	517
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

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

Council Duties

- w Curriculum Development
- w Student Achievement
- w Discipline Policy
- w Safety Plan
- w Dress Code
- w Client Satisfaction

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	5	5	0	0
10 or more years	19	14	1	0

∨ **Shared Responsibilities** ∨

School

District guidelines for rights and responsibilities in grades K-12, Bonillas Handbook, monthly news bulletin, and individual teacher letters. Progress reports, Individual Plan of Improvement for students at-risk, immediate notification of major offenses, safety plan in place, major crisis counseling.

Parents

Signed Statement of Support by parents includes support homework efforts by providing time, place and appropriate atmosphere for homework to be done; sign all homework if requested; support detention policy as stated in Handbook; support assertive discipline policy in Handbook; read and follow the dress code in Handbook; participate in Parent-Teacher Conferences; consult with teacher, principal or other school personnel involved with child and participate in parent meetings or school projects.

∨ **Transportation Policy** ∨

As a magnet school, we receive students from all over the district. We follow District Board Policy 3340.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 34 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/9/03	3/18/03	5/23/03
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Additional Calendar/Report Card Information

Starting with first grade, report card lists each grade as both a letter and a percentage. Computer-generated mid-nine-week reports are sent home. Grade Scale: A = 100-94, B = 93-84, C = 83-70, D = 69-60.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Computer Labs
W Library

W Music Room

Extracurricular Activities

W Band

W Orchestra

W Odyssey of the Mind (Gifted)

W Student Council

School/Community Resources

W Breakfast Program

W Lunch Program

W Health Services

W Community Classes

W Clothing/Food Banks

W Counseling Services

W Adult Education

W Tutoring

∨ 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 Fifty-nine of our intermediate students were recognized for their achievement in the Read 2001 Summer Reading Program.</p> | <p>W Seven of our students were recognized by two corporations for their commitment to Volunteer Hours to different organizations.</p> |
| <p>W Two of our fifth graders were recognized by the University of Arizona for their science experiment presentations.</p> | <p>W One students had their Poetry published by the Young Poets of America Publication.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	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
EEF Grant	1995
Flinn Scholar Educator Recognition	1995
Odyssey of the Mind, 2nd Place	1995
United Way Copper Award	2002

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	School 75	530	4%	12%	52%	32%
	State	58840	524	9%	17%	45%	29%
Writing	School	75	541	1%	9%	79%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	522	7%	25%	43%	25%
	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

Reading	School	82	516	11%	15%	46%	28%
	State	61305	505	21%	20%	43%	15%
Writing	School	79	548	5%	16%	44%	34%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	82	520	7%	28%	7%	57%
	State	61760	494	14%	40%	12%	34%

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												
1	Reading	--	--	--	--	--	--	--	--	--	84	83	60	--	--	--
2	Reading	--	--	--	98	68	50	95	65	52	90	64	53	79	76	57
	Language	--	--	--	96	60	40	99	55	43	90	46	44	79	66	48
	Mathematics	--	--	--	97	65	51	96	57	55	90	61	57	82	77	61
3	Reading	99	64	47	99	63	47	94	64	48	85	63	50	100	50	50
	Language	100	68	49	100	64	51	99	69	54	87	64	56	92	57	57
	Mathematics	100	57	46	99	60	49	98	61	52	86	57	54	100	53	56
4	Reading	88	66	53	100	67	54	94	68	54	91	69	55	94	65	55
	Language	92	61	47	100	63	49	94	59	48	91	66	50	92	55	50
	Mathematics	89	51	51	100	65	54	93	65	55	89	69	57	93	61	58
5	Reading	96	67	51	87	65	51	96	66	51	90	68	51	92	66	53
	Language	97	62	42	89	64	44	97	66	45	89	66	45	87	71	47
	Mathematics	98	69	51	89	62	54	90	66	55	93	72	57	92	73	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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	61	63
Grades 3-4	83	78
Grades 4-5	72	75
Grades 5-6	***	***

*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

Bonillas has implemented and practiced our new Emergency Crisis Plan. We have implemented a Zero-Tolerance Policy for specific behaviors. School Suspension Policy has been re-activated. Campus and play-ground gates are in a lock-down mode from 9:15 A.M. to 2:15 P.M. with the exception of the school's main entrance. Closely working with our School Resource Officer in presenting safety and drug awareness lessons.

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).

1

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	\$2,972	\$1,486,772
Classroom Supplies	\$19	\$9,646
Administration	\$386	\$192,984
Support Services-Students	\$251	\$125,410
Other Support Services and Operations	\$618	\$309,317
Total Expenditures- All Categories 2000-2001	\$4,246	\$2,124,129

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	Richard Romero	(520) 232-6600	
Transportation Policy	Ron Stacy	(520) 228-4800	
Community Resources	Richard Romero	(520) 232-6600	
School Nutrition Programs	Mary Ortiz	(520) 232-6623	
Parent Organization	Leslie Murray	(520) 232-6600	
Student Health/Nurse	Debbie Van Patten	(520) 232-6617	

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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