

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Rudy G. Bologna Elementary School

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

Chandler Unified District
1625 E. Frye Road, Chandler, AZ 85225

Principal: Mr. James R. Estes
Schedule: 7:30 AM to 4:30 PM
Web Address: ww2.chandler.k12.az.us
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 820
Phone: (480) 883-4000
Fax: (480) 883-4020

∨ School Overview ∨

Mission

Rudy G. Bologna School is dedicated to providing students the opportunity to receive a quality education. We develop programs; adopt practices and promote policies to support this goal.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Arts/Technology Emphasis
- w Site-based/Shared Leadership

Instructional Programs

- w Full-day Kindergarten-tuition based
- w On-site Special Education
- w Technology Classes
- w Arts Integration Emphasis
- w MD/ED/HI/VI Programs
- w Afterschool Tutorials
- w Afterschool Clubs and Activities

School/Academic Goals

- w Communicative Arts: Students will attain a minimum of one year growth on the SAT-9. Students in grades 3 and 5 will achieve at or above state norms on AIMS. 80% of students will achieve 75% mastery on district assessments.
- w Math: 80% of students will achieve 75% mastery on district assessments. Students will attain a minimum of one year's growth on the SAT-9. Students in grades 3 and 5 will achieve at or above state norms on AIMS.
- w Fine Arts: Students will develop an understanding of and appreciation for the fine arts.
- w Technology: All students are given the opportunity to become computer literate using the latest technology.

Enrollment

October 1, 2001 School Year Student Enrollment:	812
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	98

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)
- 2 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- w Extracurricular Activities
- w School Safety
- w Curriculum Development
- w Textbook Selection
- w Budget
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	8	6	0	0
10 or more years	25	22	0	0

∨ **Shared Responsibilities** ∨

School

Rudy Bologna School provides the following: High academic standards, fine arts opportunities, physical well-being opportunities, cultural diversity training, safe/drug-free environment, life skills learning opportunities.

Parents

Parents provide the following: Students, reinforcement of school policy, communication opportunities, educational climate at home.

∨ **Transportation Policy** ∨

Students who live outside a one-mile radius of the school are bused. We have zero tolerance for negative behavior on the bus. Bus service is a privilege. Students who cannot adhere to our standards for behavior will not be allowed to use the transportation system.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/31/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	6/4/03

Operates on Year-round Schedule

Report Card Release Dates

10/23/02	1/8/03	3/26/03	6/4/03
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Additional Calendar/Report Card Information

∨ 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 Two Computer Labs	W Full Media Center
W Indoor Gym	W New Facility

Extracurricular Activities

W Tennis/Golf/Running/Basketball	W Student Council
W Chorus/Acting Class	W Art Classes/Spanish Classes
W Outdoor Education	W SCORPS Community Service teams
W Photography/Computer Clubs	W Afterschool Academic Assistance

School/Community Resources

W Day Care with Medallion school partners	W Clothing/Food Banks
W Recreational Activities	W Health Services
W DARE	W Boys and Girls Club

∨ 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 Communicative Arts: Academic 2000-01 goals achieved.

W Math: Academic 2000-01 goals achieved.

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	19.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.9 %	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
New School in 1998	1998
Wal-Mart Educator of Year Award 2001	2000
District Clean School Award 1999-2000, 2001-02	2000
Kids Voting Educator of Year Award 2001	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	86	525	10%	10%	51%	28%
	School State	58840	524	9%	17%	45%	29%
Writing	School	86	543	10%	5%	71%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	89	518	7%	29%	36%	28%
	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	87	512	18%	15%	46%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	88	514	18%	17%	50%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	88	500	12%	39%	7%	42%
	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	--	--	--	--	--	--	--	--	--	71	66	60	--	--	--
2	Reading	--	--	--	100	60	50	96	62	52	61	53	53	72	57	57
	Language	--	--	--	100	54	40	98	54	43	85	44	44	74	55	48
	Mathematics	--	--	--	100	65	51	96	77	55	85	56	57	74	66	61
3	Reading	--	--	47	100	48	47	100	61	48	83	47	50	87	47	50
	Language	--	--	49	100	47	51	100	65	54	85	61	56	88	56	57
	Mathematics	--	--	46	100	48	49	100	61	52	84	53	54	87	51	56
4	Reading	--	--	53	100	71	54	100	79	54	83	57	55	76	56	55
	Language	--	--	47	100	65	49	100	71	48	83	54	50	77	52	50
	Mathematics	--	--	51	100	75	54	100	75	55	83	55	57	78	63	58
5	Reading	--	--	51	100	68	51	100	69	51	79	65	51	86	61	53
	Language	--	--	42	100	58	44	100	62	45	80	60	45	86	51	47
	Mathematics	--	--	51	100	72	54	100	75	55	80	70	57	85	66	59
6	Reading	--	--	53	100	58	54	100	62	53	88	60	54	83	58	56
	Language	--	--	41	100	50	44	100	56	44	86	52	45	84	52	47
	Mathematics	--	--	57	100	59	59	100	68	60	88	67	63	85	63	65

∨ **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	68	59
Grades 3-4	93	90
Grades 4-5	62	83
Grades 5-6	74	69
Grades 6-7	***	***

*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

Our school is safe. We provide school safety personnel; staff IDs; secure access to facility; regular staff development and review of safe climate goals; character building activities; well-managed classrooms and a schoolwide management and crisis plan which includes monthly drills for fire and twice yearly school safety drills.

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).

0

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	\$2,974	\$2,305,810
Classroom Supplies	\$59	\$45,784
Administration	\$359	\$278,705
Support Services-Students	\$220	\$170,878
Other Support Services and Operations	\$535	\$415,000
Total Expenditures- All Categories 2000-2001	\$4,148	\$3,216,177

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	James Estes	(480) 883-4000	
Transportation Policy	James Estes	(480) 883-4000	
Community Resources	Terry Locke	(480) 812-7000	
School Nutrition Programs	Kathy Brown	(480) 812-7000	
Parent Organization	James Estes	(480) 883-4000	
Student Health/Nurse	Julie Howard	(480) 883-4000	

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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