

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Dobson Academy - A Ball Charter School

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

Ball Charter Schools (Dobson)
2207 N. Dobson Road, Chandler, AZ 85224

Principal: Dr. George L. Ellis

Schedule: 8:00 AM to 4:00 PM

Web Address: dobsonacademy.org

E-mail: George@dobson.ball-charter.k12.az.us

Grades: K-8

2002 Enrollment: 527

Phone: (480) 855-6325

Fax: (480) 855-6323

∨ School Overview ∨

Mission

Dobson Academy, A Ball Charter School, is dedicated to discovering and developing each individual's potential by providing a rich, comprehensive education built on a firm basic skills foundation in a safe, nurturing learning environment. Students leaving Dobson Academy will have mastered the skills necessary to make them successful, independent learners in their future academic endeavors, as well as successful, contributing participants in society.

Organization and Philosophy

- w Academically Rigorous
- w Teaching All Students as Individuals
- w Parent and Community Involvement
- w Early Literacy

School/Academic Goals

- w Develop horizontal and vertical teaming processes to ensure curricular grade-level expectations are planned, implemented, assessed, and met, as aligned with the Arizona Academic Standards.
- w Create a Leadership Team that has the priorities of analyzing, measuring, and monitoring the progress of academic achievement and parent satisfaction, as it relates to the total school program.
- w Develop instructional strategies in the core curriculum to ensure greater individualized and personalized learning opportunities for students.
- w Develop a comprehensive writing program for students, particularly in grades three through eight, that emphasizes composition, grammar and mechanics. Writing process strategies will be a focus at each grade level with all students.

Instructional Programs

- w Phonics-based Reading Program
- w Waterford Early Reading Computer Program
- w Schoolwide Enrichment Program
- w Literature Program
- w Master Curriculum & Assessment Program
- w Mathematics Program Featuring Hands-on
- w Open Court Reading
- w Pangrazi Physical Education Program

Enrollment

October 1, 2001 School Year Student Enrollment:	409
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	418

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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Improvement Planning
- w Develop School Leadership
- w Student Academic Achievement
- w Parental Satisfaction
- w Monitor Curriculum & Student Assessment

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	0.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Dobson Academy requires staff to frequently contact parents. Our Leadership Team includes parents and our Volunteer Program recruits, trains and places parents in classrooms as volunteers, creating an atmosphere that encourages students to reach their potential. Certified teachers, staff development, effective practices, current textbooks, classroom computers, and student skill assessment ensure an educational experience with high academic standards in a safe and nurturing learning environment.

Parents

Parents of students enrolled at Dobson Academy will provide transportation for their student(s). Both the parent and student must sign an agreement to abide by the school's Handbook of Policies and Procedures, which includes the dress code, discipline policy, absence reporting policy, etc. Parents are also asked to take part in their child's education by participating in volunteer efforts, parent organization committees and leadership functions.

∨ **Transportation Policy** ∨

Dobson Academy does not provide transportation for students unless a student's IEP requires the school to do so.

∨ Calendar Information ∨

Number of Instruction Days:	200	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/18/03

Operates on Extended Schedule

Report Card Release Dates

10/24/02	1/21/03	4/11/03	6/18/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No 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 Classroom Computer (Mini-Labs)	W Library/Computer Laboratory
W MultiPurpose Room & Stage	W Covered Tot Lot and Hardcourt Areas

Extracurricular Activities

W Music/Chorus/Drama	W Cheerleading
W Sports Programs for Grades 6-8	W Student Council
W Chess Club	W Odyssey of the Mind
W Cooking	W Educational Field Trips

School/Community Resources

W Leadership Team	W DARE/Police Officer Program
W ALIVE Volunteer Program	W OASIS Volunteers
W Before and After Care Program	W TEAM/Parent Organization
W TASK/Growth and Decision Making	W Touchstone Counseling

∨ 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 The purchase of the existing school facilities, construction of new classrooms, increased enrollment, and strong evidence from parent surveys indicating a high degree of satisfaction makes Dobson Academy a viable choice for a quality education.</p> <p>W Dobson Academy earned over 8,400 hours in parent/community volunteer service during the 2001-02 school year. Students from Chandler/Gilbert Community College and Mesa Community College, also provided service learning assistance to staff and students.</p> | <p>W Vertical and horizontal teaming produced a realignment of curriculum and assessment. Four quarter planning, grade-level common practice, schoolwide best practices, staff development, and grade-level exit goals enhanced delivery of the school mission.</p> <p>W A rigorous focus on problem solving resulted in five Odyssey of the Mind (OM) teams being formed and successfully competing at the Regional and State levels. A Division I team continued on to participate at the World Finals competition.</p> |
|---|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	15.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.5 %	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
Odyssey of the Mind: Regional/ State/World Competition	2002
Student Authors: The Red Dot, Poetry Anthology	2002
Grand Prize: Chandler, AZ Race & Unity Poster Contest	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	66	536	2%	11%	48%	39%
	School State	58840	524	9%	17%	45%	29%
Writing	School	61	570	2%	5%	64%	30%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	65	542	3%	14%	40%	43%
	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	44	510	18%	11%	48%	23%
	State	61305	505	21%	20%	43%	15%
Writing	School	42	535	12%	19%	43%	26%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	44	502	16%	27%	16%	41%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	19	510	21%	16%	37%	26%
	State	57484	504	24%	20%	40%	16%
Writing	School	18	493	17%	39%	44%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	19	445	53%	32%	11%	5%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	100	83	60	--	--	--
2	Reading	--	--	--	100	81	50	91	70	52	100	66	53	92	72	57
	Language	--	--	--	100	73	40	92	64	43	100	57	44	98	55	48
	Mathematics	--	--	--	100	80	51	92	70	55	100	63	57	98	81	61
3	Reading	--	--	47	100	65	47	94	69	48	94	69	50	94	67	50
	Language	--	--	49	100	59	51	90	76	54	92	73	56	94	74	57
	Mathematics	--	--	46	100	59	49	92	80	52	96	80	54	94	75	56
4	Reading	--	--	53	100	63	54	97	61	54	88	63	55	96	64	55
	Language	--	--	47	100	57	49	100	55	48	90	60	50	100	65	50
	Mathematics	--	--	51	100	56	54	100	61	55	92	59	57	100	74	58
5	Reading	--	--	51	100	63	51	95	61	51	100	56	51	90	55	53
	Language	--	--	42	100	51	44	97	46	45	100	50	45	90	53	47
	Mathematics	--	--	51	100	55	54	97	56	55	100	63	57	88	69	59
6	Reading	--	--	53	100	68	54	93	55	53	88	62	54	88	61	56
	Language	--	--	41	100	62	44	100	41	44	88	52	45	88	52	47
	Mathematics	--	--	57	100	65	59	100	42	60	88	57	63	88	65	65
7	Reading	--	--	52	100	71	53	86	64	52	100	49	53	79	57	55
	Language	--	--	52	100	71	54	89	61	54	100	61	55	79	62	58
	Mathematics	--	--	53	100	71	55	89	53	56	100	40	58	79	52	60
8	Reading	--	--	54	100	61	54	92	61	53	92	65	55	92	61	56
	Language	--	--	46	100	62	49	100	62	49	92	61	50	92	52	52
	Mathematics	--	--	52	100	49	54	100	60	56	92	61	58	92	50	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	69	82
Grades 3-4	73	68
Grades 4-5	60	93
Grades 5-6	67	80
Grades 6-7	76	65
Grades 7-8	90	90

*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

The Safety Team reviews all aspects of the school environment. Proactive conduct of staff, code of conduct for students, sign-in/-out office procedures, parking lot safety, closed campus security, medication and clinic procedures, playground and classroom use, as well as effective emergency procedures, are the focus of School Safety Team. Monthly Character Education themes reinforce the traits of respect, caring, citizenship, fairness, responsibility, and trustworthiness with 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)

0

School uniforms are 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	S. Moore/J. Kozloski	(480) 855-6325	
Transportation Policy	Janice Larson	(480) 820-4261	
Community Resources	Denise Cuismano	(480) 855-6325	
School Nutrition Programs	George Ellis	(480) 855-6325	
Parent Organization	Sharon Benson	(480) 855-6325	
Student Health/Nurse	Marsha Campbell	(480) 855-6325	

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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