

Rhodes Junior High School

ARIZONA SCHOOL REPORT CARD 2003-04

1860 S. Longmore Street, Mesa, AZ 85202

Mesa 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 *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Patrick Crisp
Schedule : 8:00 AM to 4:00 PM
Grades : 7-9
2003 Enrollment : 1199
Web Address : www.mpsaz.org/rhodes
Phone Number : (480) 472-2300
Fax Number : (480) 472-2299
E-mail : pccrisp@mpsaz.org

Mission

The emphasis at Rhodes Junior High School is to teach skills and attitudes which allow students to succeed in a multicultural society. Students demonstrate attitudes of respect and mutual acceptance, and take responsibility for their actions.

School / Academic Goals

ü Develop higher-level thinking, problem-solving and decision-making skills.

ü Provide a rigorous program of writing.

Instructional Programs

ü Advanced Placement
ü At-risk
ü SEI
ü Gifted

Enrollment

October 1, 2002 School Year Student Enrollment : 1189
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 135

Calendar Information

Number of Instruction Days : 185
Average Daily Instruction Time : 6 hours 35 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Instructional Strategies

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	53.50
Other Professional Staff	7.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	4	4	0	0
10 or more years	19	19	0	0

Shared Responsibilities

School

Rhodes provides a safe learning environment for all students regardless of national origin or beliefs. High expectations are held for all students. Timely reports are made to parents concerning students' academic progress, attendance and behavior.

Parents

Rhodes enjoys a well-rounded parent community which fully endorses the total school program and actively supports its academics, activities and programs. Parents are responsible for responding appropriately to school concerns and their child's needs.

Resources Available at School Site

Special Facilities

- Ü Quality Performing Arts Facility
- Ü Up-to-Date Industrial Arts Labs

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Performing Arts Club
- Ü Student Government
- Ü National Academic League

Social Services

- Ü Adult Education
- Ü Clothing/Food Banks
- Ü Community Classes
- Ü Counseling Services

Transportation Policy

Busing is provided for all students living more than two miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Forty-two percent (42%) of registered students achieved honor roll status during the 2002-03 school year with a 3.5 or better grade point average.

- ü Thirty-five percent (35%) of all ninth grade students qualified for the President's Award of Recognition for Academic Excellence.

School Honors

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

Award/Honor	Year
ü National Academic League Regional Champions	2003
ü National Academic League Runner Ups	2002
ü Teaching of Social Justice Award Winner	2003
ü SADD Chapter of the Year - 2 Times	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	15	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	70	79
Grades 7-8	71	79

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	417	5563	71167	99	98	99	479	480	463	24	24	38	43	41	41	20	23	14	13	13	7
All Students (Prior Year)	365	5251	66213	NA	NA	NA	488	476	459	17	25	39	47	43	40	23	22	14	13	11	7
Female	206	2705	34825	99	98	99	478	480	462	22	22	38	46	43	42	23	24	14	9	11	6
Male	211	2854	36047	100	98	99	481	481	464	26	26	38	39	38	39	16	22	15	18	14	8
African American	21	212	3225	100	100	95	448	450	441	39	47	57	39	36	34	22	13	6	0	4	2
Hispanic	49	1403	23643	96	97	97	457	456	445	36	40	53	50	43	37	12	13	8	2	4	2
Asian/Pacific Islander	16	118	1503	100	100	100	517	499	493	21	17	18	21	35	40	29	25	23	29	22	19
American Indian/Alaskan Native	NC	211	5161	NC	100	103	NC	455	435	NC	43	63	NC	40	30	NC	11	5	NC	7	2
White	322	3597	35245	99	98	95	484	490	476	21	17	26	43	41	45	21	27	19	15	16	10
Students with Disabilities	42	537	8095	117	104	104	430	436	426	59	59	69	32	28	25	9	10	5	0	2	1
Students without Disabilities	375	5026	63072	97	98	99	482	483	464	22	22	37	43	41	41	20	24	15	14	13	7
Limited English Proficient Students	NC	306	10317	NC	99	111	NC	430	426	NC	72	72	NC	24	25	NC	3	2	NC	0	1
Migrant Students	--	26	614				--	434	440	--	73	57	--	13	34	--	0	6	--	13	3
Economically Disadvantaged	--	365	17057				--	431	440	--	69	58	--	28	34	--	2	6	--	1	2
Non-Economically Disadvantaged	417	5198	54110				479	483	468	24	21	33	43	42	43	20	24	16	13	13	8

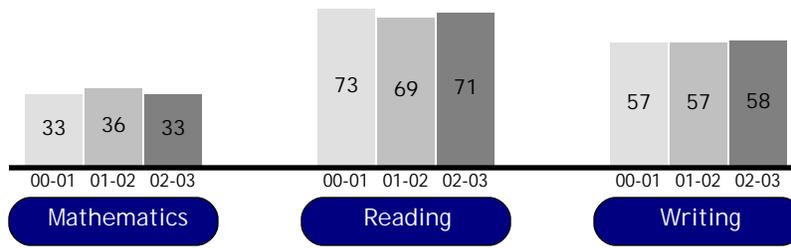
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	416	5561	71100	99	98	99	515	507	502	16	20	25	14	20	21	48	44	40	23	17	15
All Students (Prior Year)	365	5235	66144	NA	NA	NA	517	511	504	13	18	24	18	19	20	50	44	40	19	19	16
Female	206	2708	34801	99	98	99	517	511	505	13	15	21	15	20	22	48	46	42	24	18	15
Male	210	2848	36010	99	98	99	513	503	499	19	24	28	12	19	20	48	41	38	22	16	14
African American	21	213	3219	100	100	95	495	486	486	32	39	38	21	24	24	26	28	31	21	9	7
Hispanic	49	1414	23630	96	97	96	496	486	485	26	34	37	19	27	25	49	33	32	7	6	6
Asian/Pacific Islander	16	118	1509	100	100	100	521	520	522	21	13	12	0	10	14	43	50	46	36	28	28
American Indian/Alaskan Native	NC	203	5144	NC	97	102	NC	485	478	NC	40	46	NC	20	24	NC	35	25	NC	5	5
White	321	3589	35198	99	98	95	519	516	515	12	14	15	13	17	18	50	48	47	25	21	21
Students with Disabilities	41	535	8121	114	103	105	463	471	470	52	54	55	31	21	20	17	21	21	0	4	4
Students without Disabilities	375	5026	62979	97	98	99	519	509	503	13	18	23	12	19	21	51	45	41	24	17	15
Limited English Proficient Students	NC	309	10304	NC	100	110	NC	459	462	NC	65	63	NC	35	23	NC	0	13	NC	0	1
Migrant Students	--	26	623				--	488	475	--	36	45	--	29	27	--	29	25	--	7	3
Economically Disadvantaged	--	366	17040				--	464	483	--	61	40	--	26	25	--	12	29	--	1	6
Non-Economically Disadvantaged	416	5195	54060				515	510	507	16	17	20	14	19	20	48	46	43	23	18	17

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	415	5441	69001	99	96	96	501	494	490	9	13	17	34	36	37	57	50	45	1	0	1
All Students (Prior Year)	357	5058	63579	NA	NA	NA	507	500	493	4	10	15	39	39	42	54	49	41	3	2	2
Female	205	2667	34086	98	97	97	508	500	496	5	9	13	30	34	36	64	57	51	0	0	1
Male	210	2769	34644	99	95	95	494	487	484	12	18	22	38	39	39	50	43	38	1	0	0
African American	21	204	3115	100	96	92	489	479	478	16	24	25	42	48	44	42	28	31	0	0	0
Hispanic	49	1371	22656	96	94	92	492	476	476	19	26	27	26	43	43	55	31	30	0	0	0
Asian/Pacific Islander	16	115	1472	100	97	98	507	501	507	7	7	8	29	32	30	64	60	60	0	1	2
American Indian/Alaskan Native	NC	198	4940	NC	94	98	NC	480	469	NC	20	34	NC	50	43	NC	30	23	NC	0	0
White	321	3531	34501	99	96	93	503	500	500	6	9	10	34	33	34	59	57	55	1	1	1
Students with Disabilities	41	472	7386	114	91	95	466	466	459	28	37	46	62	44	37	10	19	17	0	1	0
Students without Disabilities	374	4969	61615	97	97	97	504	495	491	7	13	16	31	36	37	61	51	45	1	0	1
Limited English Proficient Students	NC	296	9662	NC	96	104	NC	449	454	NC	53	51	NC	47	40	NC	0	9	NC	0	0
Migrant Students	--	25	590				--	470	466	--	36	35	--	50	43	--	14	22	--	0	0
Economically Disadvantaged	--	360	16383				--	455	472	--	47	30	--	44	43	--	8	26	--	0	0
Non-Economically Disadvantaged	415	5081	52618				501	496	494	9	12	14	34	36	36	57	52	49	1	0	1

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	70	60	53	100	63	53	48	98	71	59	51
	Language	97	71	63	55	100	62	56	51	97	72	62	54
	Mathematics	96	79	71	57	100	71	67	54	97	80	74	58
8	Reading	97	71	62	55	100	62	54	49	93	67	58	53
	Language	98	67	57	50	100	58	51	46	93	66	56	49
	Mathematics	96	76	70	57	100	72	66	54	93	77	69	58
9	Reading	97	60	52	43	100	50	46	37	98	58	50	41
	Language	97	65	53	41	100	57	49	38	99	66	54	42
	Mathematics	98	78	71	59	100	76	71	56	99	78	74	60

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 Safety

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

Rhodes Junior High is committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set. These rules and expectations are fairly and consistently enforced.

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) :

8

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.

Contacts

	Name	Phone Number
School Site Council	Patrick Crisp	(480) 472-2310
Transportation Policy	Transportation	(480) 472-6109
Community Resources	Irene Gamez	(480) 472-2333
School Nutrition Programs	Loretta Zullo	(480) 472-0900
Parent Organization	Patrick Crisp	(480) 472-2310
Student Health/Nurse	Lyn Proctor	(480) 472-2350

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards