

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1501 W Guadalupe, 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

High School 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	Not 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 : Dr. Steven W. Green
 Schedule : 07:00 AM to 05:00 PM
 Grades : 10-12
 2005 Enrollment : 2416
 Web Address : www.mpsaz.org/dobson/
 Phone Number : (480) 472-3000
 Fax Number : (480) 472-3075
 E-mail : swgreen@mpsaz.org

Mission

The mission of the Dobson High School community is to offer comprehensive educational opportunities, to provide quality instruction, and to set high standards that enable graduates to be successful members of society.

School / Academic Goals

- ü In all curriculum areas, students will practice appropriate reading, writing, and math skills, enabling students to achieve classroom curriculum goals, as well as to demonstrate the proficiencies required on the state's AIMS tests.
- ü Students will be present and actively involved in classroom and extra-curricular activities in order to reach their potential, resulting in higher student achievement, scholarship, and graduation rates.
- ü The graduating class of 2005 had over 85 percent of its students planning to attend a post high school educational institution and earned over \$7 million in scholarships. Efforts are made to ensure that students are able to achieve their life goals.
- ü Dobson students represent the school and community with pride and success on a national, state-wide, and local level in academic, athletic, musical, and other competitions, exhibitions, and festivals. Comprehensive excellence is the goal.

Enrollment

October 1, 2004 School Year Student Enrollment : 2420
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 242

Instructional Programs

- ü Honors/Advanced Placement Classes
- ü Remedial Support and Assistance
- ü Vocational Education
- ü Dual Enrollment (Community College)
- ü Special Education
- ü Leadership Training
- ü Academic Decathlon
- ü Co- and Extra-Curricular Offerings

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 33 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We have high expectations for our students and ourselves. We provide many opportunities for students and parents to be actively involved, and we encourage that involvement. We provide a quality state-aligned curriculum that features both remedial and enrichment programs for students. We provide student handbooks, a comprehensive website at <http://www.mpsaz.org/dobson/>, and an open house opportunity for parents and students to attend.

Parents

To best help students achieve, school staff and parents must form a partnership. Dobson encourages parents to attend classes, activities, and athletic events. We encourage frequent and ongoing communication between parents and staff. A website at <http://www.mpsaz.org/dobson/> is available to provide general information and a newsletter is mailed quarterly to help keep parents informed. Dobson also offers a monthly parent information meeting called PAC which meets the last Monday of each month.

Transportation Policy

Busing is provided for all students who live more than two miles from their home school. Busing is not provided for open enrollment students. Transportation is provided for special education students as outlined in their IEPs.

School Honors

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

Award/Honor	Year
ü We the People - State Champions and National Top 10	2005
ü Carnegie Hall Performance by Choir, Band, Orchestra	2005
ü Scholars: 13 National Merit, 2 Hispanic, 1 Flinn	2005
ü SRP Academic Marathon State Champions	2005

10th 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	837	5172	69846	97	96	100	713	714	699	10	12	21	7	7	11	51	53	49	31	29	18
All Students (Prior Year)	764	5047	65934	98	96	100	515	510	492	17	24	43	16	17	18	36	33	24	31	27	15
Female	425	2496	34328	99	97	99	713	717	702	8	9	19	9	8	12	53	55	51	30	29	18
Male	412	2676	35509	95	96	100	713	710	696	13	14	23	6	7	11	49	51	48	32	28	18
African American	38	202	3535	95	97	100	662	665	677	21	23	31	12	14	15	56	53	46	12	11	8
Hispanic	184	1226	23363	97	97	100	687	687	680	21	23	32	13	13	16	51	53	45	15	11	7
Asian/Pacific Islander	32	136	1742	97	98	99	742	735	733	4	7	8	4	7	7	48	47	46	44	39	38
American Indian/Alaskan Native	27	196	4785	96	97	100	683	692	671	12	22	39	8	15	17	68	50	39	12	13	5
White	556	3412	36421	97	96	99	725	726	714	7	7	12	6	5	8	50	53	54	37	36	26
Students with Disabilities	75	469	7690	100	100	100	525	557	593	60	58	64	16	14	14	21	26	21	3	2	2
Students without Disabilities	762	4703	62220	97	96	99	732	729	712	5	7	16	7	7	11	54	55	53	34	31	20
Limited English Proficient Students	52	302	5834	100	100	100	505	549	612	47	42	46	17	18	20	31	37	31	5	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	207	1657	21421	90	91	92	706	703	686	18	21	35	13	12	15	52	52	43	17	15	7
Non-Economically Disadvantaged	630	3515	48489	100	99	100	715	718	704	8	8	15	6	5	10	51	53	52	35	35	23

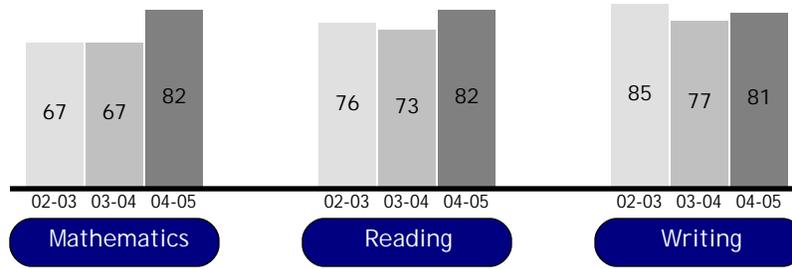
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	835	5238	71311	95	95	100	701	702	694	4	5	7	14	16	21	72	69	63	10	11	9
All Students (Prior Year)	777	5245	68162	97	97	100	524	519	509	9	12	18	18	20	24	61	58	51	12	10	8
Female	418	2526	34899	97	97	100	703	707	700	3	3	5	13	14	19	73	71	66	11	11	10
Male	417	2713	36430	94	94	100	699	696	688	5	6	9	15	18	22	72	66	61	9	10	8
African American	37	203	3573	95	98	100	652	658	676	12	8	9	26	27	26	56	61	60	6	4	4
Hispanic	182	1269	24056	93	96	100	669	671	672	12	11	13	29	31	31	55	55	53	5	3	3
Asian/Pacific Islander	29	129	1731	85	91	98	718	715	717	0	2	3	9	13	13	70	73	68	22	13	16
American Indian/Alaskan Native	27	200	5110	93	96	100	668	680	661	0	8	14	24	28	38	76	63	46	0	2	2
White	560	3437	36841	97	95	99	714	716	713	1	2	3	8	10	12	78	74	72	12	14	13
Students with Disabilities	70	466	8021	97	100	100	526	552	590	15	24	27	31	42	42	54	33	29	0	0	1
Students without Disabilities	765	4773	63379	95	95	100	717	716	707	3	3	5	12	14	18	74	72	68	11	12	10
Limited English Proficient Students	55	331	6402	100	100	100	480	529	596	37	27	25	45	49	44	18	24	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	211	1720	22243	88	91	93	691	688	677	9	9	14	26	28	32	61	60	51	4	3	3
Non-Economically Disadvantaged	624	3519	49157	98	98	100	704	708	702	2	3	4	10	11	16	76	73	69	12	14	11

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	826	5157	70868	94	94	100	696	696	688	4	4	5	15	17	23	66	65	63	15	14	9
All Students (Prior Year)	780	5229	67629	97	97	100	545	536	524	10	14	22	13	13	16	73	70	59	4	2	3
Female	408	2475	34710	94	95	99	700	707	697	3	2	3	13	12	19	68	67	66	17	19	12
Male	418	2683	36176	94	93	100	691	686	678	5	6	7	17	21	27	65	63	59	13	10	7
African American	37	203	3557	95	98	99	647	656	675	9	7	7	29	27	25	56	60	62	6	7	6
Hispanic	181	1244	23868	93	94	100	667	666	670	9	10	9	29	31	33	55	53	55	7	5	4
Asian/Pacific Islander	28	125	1732	82	89	98	719	720	713	4	2	2	9	12	12	61	64	64	26	23	22
American Indian/Alaskan Native	25	187	5001	86	89	100	678	679	661	0	8	9	4	23	41	91	65	48	4	5	2
White	555	3398	36710	96	94	99	707	709	702	2	2	2	11	11	15	69	69	69	18	18	13
Students with Disabilities	69	454	7900	96	97	100	518	538	580	20	24	22	35	42	49	44	33	28	2	1	1
Students without Disabilities	757	4704	63054	94	94	99	712	711	701	2	2	3	13	14	20	68	68	67	16	15	10
Limited English Proficient Students	54	322	6308	100	100	100	477	518	591	37	27	19	38	45	47	25	27	33	0	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	205	1677	21994	85	88	92	690	683	673	8	9	10	27	28	36	56	57	52	9	6	3
Non-Economically Disadvantaged	621	3481	48960	97	97	100	697	702	694	3	2	3	11	11	18	69	69	67	17	18	12

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)

10th 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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

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.

No test data found for this school.

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

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

Council Duties

- Ü Campus Remodeling and Renovations
- Ü Review of Student Travel Requests
- Ü Curriculum/Program Evaluation and Review
- Ü School Safety Policies and Procedures
- Ü School Data Analysis
- Ü ECA Account Supervision

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	106.40
Other Professional Staff	6.50	Teacher Aide	107.80

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	4	1	0	0
7 to 9 years	7	7	0	0
10 or more years	15	76	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	720
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Stadium, Gym, Weight and Fitness Centers
- Ü Auditorium and Performing Arts Facility
- Ü Special Education Facilities
- Ü Media/Technology Centers and Labs

Extracurricular Activities

- Ü Student Council and Clubs Program
- Ü Outstanding Bands, Choruses, Orchestras
- Ü We the People, Academic Decathlon, etc
- Ü Comprehensive Athletics Program
- Ü Vocational Educational Organizations
- Ü National Honor Society
- Ü Service Learning Program
- Ü Speech and Debate Team

Social Services

- Ü Service Learning/Community Involment
- Ü Blood Drive, Food Drive, Sock Drive, etc
- Ü Counseling Services/Crisis Intervention
- Ü On-Site School Resource Officer
- Ü On-Site School Probation Officer
- Ü Health Services
- Ü College Classes/Programs
- Ü Community Education Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 85 percent of Dobson's graduating class planned to further their education after graduation, earning \$7.7 million in scholarships. 287 graduates earned scholastic diplomas, and 222 graduated with a 3.5 or higher GPA.
- ü Dobson students had an attendance rate of 95%. Approximately 85% of students met or exceeded state standards in reading, writing, and math the first time they took the test during their sophomore year.
- ü In addition to numerous local and state awards, Dobson students received national honors and/or recognition in the following areas: band, choir, orchestra, foreign language, social studies, math, speech and debate, yearbook, poetry, weight lifting.
- ü 106 seniors in the 2005 graduating class earned service learning honors, and hundreds more also gave their time to the community bringing this senior class's total service contribution to over 32,000 hours of service.

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	14	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	84	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

School safety is our foremost concern. Dobson High School has a proactive security staff that is complemented by on-site police and probation officers. Everyone on campus is encouraged to be a part of maintaining a safe environment. Crisis plans are in place. Through a spirit of open communication and working together, problems are often able to be identified and addressed at an early stage. This proactive approach is the result of everyone's efforts and cooperation.

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) :

115

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	Dr. Steven W. Green	(480) 472-3051
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0298
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Dr. Steven W. Green	(480) 472-3051
Student Health/Nurse	Devi Hopfer	(480) 472-3215

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 2400 Copies = \$916.00

** 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.