

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Matthew P Gehrman
 Schedule : 07:00 AM to 05:00 PM
 Grades : 10-12
 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, 2005 School Year Student Enrollment : 2366
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 207

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	2006
ü Symphonic Orchestra and Band - National Top 10 - BOA/OA	2006
ü Scholars: 12 National Merit, 1 Hispanic, 2 Flinn	2006
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	749	5040	71130	91	91	95	730	721	701	9	11	23	7	9	13	52	56	51	32	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	372	2490	35465	93	93	96	729	720	702	8	10	21	7	9	13	54	57	53	31	25	13
Male	377	2549	35648	89	89	94	732	721	701	10	12	24	7	8	12	50	54	50	34	26	14
African American	43	196	3868	88	86	95	708	704	686	12	15	33	14	16	17	60	57	45	14	12	6
Hispanic	199	1326	25103	95	90	95	705	697	685	22	23	34	13	14	16	49	53	45	17	10	5
Asian/Pacific Islander	27	126	1805	96	92	98	773	736	731	NA	7	9	4	6	7	37	52	50	59	35	34
American Indian/Alaskan Native	20	170	4241	83	80	90	732	696	679	NA	21	39	10	16	19	65	56	39	25	7	3
White	460	3222	36075	90	92	95	740	732	715	3	5	12	4	6	9	53	57	58	40	33	21
Students with Disabilities	37	232	5862	46	48	71	696	678	658	16	31	63	14	20	15	70	47	20	NA	3	2
Students without Disabilities	712	4808	65268	96	95	98	731	722	705	8	10	19	7	8	12	51	56	54	34	26	15
Limited English Proficient Students	46	259	4859	96	89	93	664	666	662	61	54	64	13	20	15	26	25	20	NA	NA	1
Migrant Students	NC	19	786	NC	79	95	NC	673	681	NC	47	38	NC	16	18	NC	37	41	NC	NA	4
Economically Disadvantaged	214	1673	22957	88	86	93	707	700	685	20	21	34	12	13	17	50	55	44	17	11	5
Non-Economically Disadvantaged	535	3367	48173	92	93	96	739	731	709	4	6	17	5	6	11	53	56	55	38	32	18

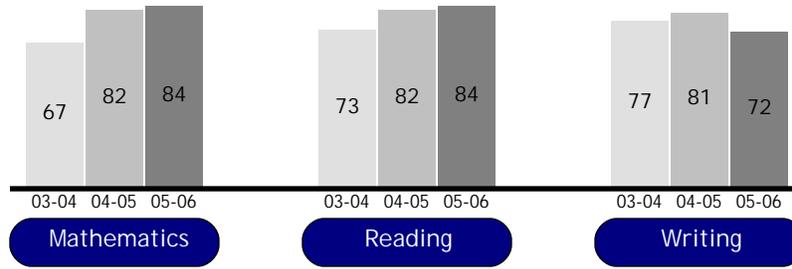
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	750	5144	73018	90	92	97	718	715	703	4	3	6	13	16	23	71	70	64	13	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	379	2530	36181	93	94	97	720	718	708	3	2	4	13	15	21	71	70	65	13	12	9
Male	371	2614	36816	87	90	96	716	712	699	5	4	7	13	17	24	70	69	62	12	10	7
African American	41	205	3976	85	88	96	708	701	689	5	4	8	5	21	29	88	71	59	2	4	3
Hispanic	196	1351	25801	90	90	96	690	687	683	12	8	10	25	31	34	60	58	53	4	3	3
Asian/Pacific Islander	27	122	1812	96	90	98	734	719	722	7	4	3	11	19	15	52	66	66	30	11	16
American Indian/Alaskan Native	19	174	4389	79	82	93	712	686	675	NA	6	9	32	34	42	53	57	47	16	3	1
White	467	3292	37024	91	93	97	730	729	721	0	1	2	7	9	12	75	75	73	17	15	13
Students with Disabilities	32	309	7170	41	63	85	680	662	654	3	15	23	34	43	47	59	41	29	3	1	1
Students without Disabilities	718	4835	65848	95	94	98	719	718	708	4	2	4	12	15	20	71	71	67	13	12	9
Limited English Proficient Students	46	265	5099	87	89	95	627	639	641	52	31	29	46	60	59	2	8	12	NA	NA	0
Migrant Students	NC	21	817	NC	88	96	NC	656	667	NC	14	15	NC	67	44	NC	19	39	NC	NA	1
Economically Disadvantaged	217	1752	23912	87	87	94	688	691	681	11	7	10	29	29	36	56	60	52	5	4	2
Non-Economically Disadvantaged	533	3392	49106	91	94	98	730	727	714	1	1	4	6	9	16	76	75	69	16	15	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	745	5108	72810	89	91	96	691	690	685	3	4	6	25	27	30	68	63	58	4	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	376	2510	36111	93	93	97	696	700	695	3	3	4	18	19	23	74	69	65	5	8	8
Male	369	2598	36678	86	89	95	686	681	674	3	5	9	31	33	36	62	57	52	4	4	3
African American	41	199	3962	85	85	96	688	685	675	5	4	8	22	29	33	71	64	55	2	4	3
Hispanic	194	1345	25735	89	90	96	671	668	669	8	10	10	37	41	41	53	47	48	3	2	2
Asian/Pacific Islander	28	124	1809	100	92	97	717	700	704	NA	3	4	14	19	19	64	66	65	21	11	13
American Indian/Alaskan Native	19	173	4370	79	82	92	696	673	670	NA	8	9	26	39	39	74	50	50	NA	2	2
White	463	3267	36915	90	92	97	698	701	697	1	2	3	20	20	21	75	71	67	4	8	8
Students with Disabilities	27	260	7071	35	53	84	670	646	634	7	13	24	30	51	53	63	35	21	NA	2	1
Students without Disabilities	718	4848	65739	95	95	98	691	692	689	3	4	4	24	25	27	69	65	62	4	6	6
Limited English Proficient Students	47	262	5046	89	88	94	595	604	621	40	42	31	55	54	56	4	4	12	NA	NA	0
Migrant Students	NC	20	812	NC	83	96	NC	647	654	NC	15	15	NC	60	51	NC	25	34	NC	NA	0
Economically Disadvantaged	216	1746	23814	86	87	94	669	670	667	9	9	10	35	40	41	54	49	47	2	2	2
Non-Economically Disadvantaged	529	3362	48996	91	93	97	700	701	693	1	2	4	20	20	24	74	70	64	5	8	7

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?	Y
	Met Attendance Rate?	NA
	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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
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 Involvement
- 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 2005-06

School Achievements/Accomplishments 2005-06

- ü 85 percent of Dobson's graduating class planned to further their education after graduation, earning \$6.5 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	91	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

140

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	Mr. Matthew P. Gehrman	(480) 472-3051
Transportation Policy	Ron Latko	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0298
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Mr. Matthew P. Gehrman	(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 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.

6 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 2006

Total cost of printing: 12 Pages X .0243 Per page X 2400 Copies = \$700.00

** 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.