

ARIZONA SCHOOL REPORT CARD 2002-03

S H A R P (School Home Adjustment Reinforcement Program)

**Mesa Unified District
950 N. Sun Valley Blvd., Mesa, AZ 85207-3803**

Achievement Profile¹ :

EL HS

- | | | |
|-------------------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Excelling |
| <input type="checkbox"/> | <input type="checkbox"/> | Improving |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintaining Performance |
| <input type="checkbox"/> | <input type="checkbox"/> | Underperforming |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Extremely Small School |

Administrator: Mrs. Wanda Hansen
Schedule: 7:00 AM to 3:30 PM
Web Address: www.mpsaz.org/sharp
E-mail: addresses listed on web site

Grades: K-12
2002 Enrollment: 43
Phone: (480) 472-8960
Fax: (480) 472-8977

∨ School Overview ∨

Mission

The School Home Adjustment and Reinforcement Program (SHARP) School is a special school for students whose behavioral needs impede their progress in a self-contained classroom on a regular education campus. The mission of the school is to improve students' behavior and decision making skills so that they can be successful at home and in a school setting appropriate to their needs. Instruction is organized around the philosophy that successful students learn more rapidly.

Organization and Philosophy

- w Special Education Day School
- w Small class size
- w Daily Home-School Communication
- w Multi-age classes

Instructional Programs

- w Individual Education Plans
- w Structured Behavioral Intervention Plans
- w Social Skill Development
- w Computer Literacy
- w Art Education
- w Physical Education
- w School to Work Transition Planning
- w Psychological and Counseling Services

School/Academic Goals

- w Students will demonstrate increases in reading, writing and math skill development as assessed by criterion referenced assessment measures based on Arizona Academic Standards.
- w Students will learn coping skills to enable their success in home and school settings. Students will participate in social skills classes, receive anger management training, and develop strategies for expressing frustration and gaining assistance.
- w Staff will work actively to establish and maintain partnerships with parents. Parent nights will be scheduled on a regular basis so teachers and parents can interact in a more informal setting.
- w School activities will be developed to enhance students' sense of affiliation with school, increase camaraderie, and provide opportunity to practice academic and behavioral skills.

Enrollment

| | |
|----------------------------------------------------------------------------|----|
| October 1, 2001 School Year Student Enrollment: | 38 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | No |
| Number of Students Attending Under Open Enrollment in 2001-02: | 0 |

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>. EL-Elementary; HS-High School.

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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

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

Council Duties

∨ **Staffing Information** ∨

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

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 0.60 | Teacher | 11.00 |
| Other Professional Staff | 5.00 | Teacher Aide | 16.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

SHARP School provides a highly structured educational setting characterized by small class size and individualized instruction. Curriculum will include specific instruction on behaviors that increase student's ability to be successful behaviorally and academically. Teachers will communicate with parents daily regarding their child's education. Additional special education services are provided to eligible students.

Parents

Parents are responsible for providing appropriate nutrition and clothing for their child, supporting daily school attendance, and addressing their child's medical needs. Parents are expected to complete a communication card daily to indicate their child's follow through on identified behavior goals.

∨ **Transportation Policy** ∨

Transportation is provided by the school district according to the requirements of student's Individualized Education Programs (IEPs).

 √ **Calendar Information** √

Number of Instruction Days: 180 **First Day of School:** 8/15/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/16/02 12/19/02 3/7/03 5/29/03

Additional Calendar/Report Card Information

Each grading quarter, in addition to standard report card procedures, parents are provided information about their child's progress on their IEP goals. Each child's IEP is reviewed and revised annually by the educational team which includes the parent.

 √ **Resources Available at School Site** √

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab

Extracurricular Activities

W Special Olympics

School/Community Resources

W Crisis Intervention

W Health Services

W Special Olympics

W Mesa Public Library

W Mental Health Services

W Child Protective Services

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- W Students who attended SHARP School for the first time during the 2001-02 school year successfully returned to their regular education campuses at the rate of 12%.
- W During the 2001-02 school year eight students completed their successful transition from SHARP back to a regular school campus.

- W SHARP students have improved stress management skills related to test taking. Of students required to participate, there was an increase in students fully participating in AIMS administration in Spring 2002 as compared to Spring 2001.
- W Four SHARP students worked successfully at independent job settings.

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|----------------------------------------------------|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 88.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 37.8 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 42.2 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 0.0 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 95.7 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 4.3 % | 1.5 % | 2.1 % | 5.2 % |
| Dropout Rate ⁸ | 22.7 % | | | 9.5 % |
| Status Unknown ⁹ | 18.2 % | | | 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 |
|-------------------------------------------------------|------|
| Arizona Parks & Recreation Assoc Citation of Merit | 2002 |
| Student Service Award for Work with Disabled Students | 2001 |

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

| Grade 3 | | Number Tested | MS | FFB | A | M | E |
|-------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | ** | ** | ** | ** | ** | ** |
| | State | 58840 | 524 | 9% | 17% | 45% | 29% |
| Writing | School | ** | ** | ** | ** | ** | ** |
| | State | 57282 | 541 | 10% | 12% | 63% | 16% |
| Mathematics | School | ** | ** | ** | ** | ** | ** |
| | 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 | -- | -- | -- | -- | -- | -- |
| | State | 61305 | 505 | 21% | 20% | 43% | 15% |
| Writing | School | -- | -- | -- | -- | -- | -- |
| | State | 59599 | 512 | 17% | 26% | 42% | 16% |
| Mathematics | School | -- | -- | -- | -- | -- | -- |
| | State | 61760 | 494 | 14% | 40% | 12% | 34% |

Grade 8

| | | | | | | | |
|-------------|--------|-------|-----|-----|-----|-----|-----|
| Reading | School | -- | -- | -- | -- | -- | -- |
| | State | 57484 | 504 | 24% | 20% | 40% | 16% |
| Writing | School | -- | -- | -- | -- | -- | -- |
| | State | 55420 | 493 | 15% | 42% | 41% | 2% |
| Mathematics | School | -- | -- | -- | -- | -- | -- |
| | State | 57734 | 459 | 39% | 40% | 14% | 7% |

Grade 10 (Class of 2003)²

| | | | | | | | |
|-------------|--------|-------|-----|-----|-----|-----|-----|
| Reading | School | -- | -- | -- | -- | -- | -- |
| | State | 49803 | 512 | 15% | 23% | 48% | 14% |
| Writing | School | -- | -- | -- | -- | -- | -- |
| | State | 50471 | 477 | 17% | 23% | 59% | 1% |
| Mathematics | School | -- | -- | -- | -- | -- | -- |
| | State | 50429 | 480 | 48% | 19% | 22% | 10% |

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."

∨ 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 | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0 | -- | 60 | -- | -- | -- |
| 2 | Reading | -- | -- | -- | 100 | ** | 50 | 100 | ** | 52 | 0 | -- | 53 | 50 | ** | 57 |
| | Language | -- | -- | -- | 100 | ** | 40 | 100 | ** | 43 | 0 | -- | 44 | 100 | ** | 48 |
| | Mathematics | -- | -- | -- | 100 | ** | 51 | 100 | ** | 55 | 0 | -- | 57 | 100 | ** | 61 |
| 3 | Reading | -- | -- | 47 | -- | -- | 47 | 100 | ** | 48 | -- | -- | 50 | 33 | ** | 50 |
| | Language | -- | -- | 49 | -- | -- | 51 | 100 | ** | 54 | -- | -- | 56 | 33 | ** | 57 |
| | Mathematics | -- | -- | 46 | -- | -- | 49 | 100 | ** | 52 | -- | -- | 54 | 33 | ** | 56 |
| 4 | Reading | -- | -- | 53 | -- | -- | 54 | 100 | ** | 54 | 0 | -- | 55 | -- | -- | 55 |
| | Language | -- | -- | 47 | 100 | ** | 49 | 100 | ** | 48 | 0 | -- | 50 | -- | -- | 50 |
| | Mathematics | -- | -- | 51 | -- | -- | 54 | 100 | ** | 55 | 0 | -- | 57 | -- | -- | 58 |
| 5 | Reading | -- | ** | 51 | -- | -- | 51 | -- | -- | 51 | 0 | -- | 51 | -- | -- | 53 |
| | Language | -- | ** | 42 | -- | -- | 44 | -- | -- | 45 | 0 | -- | 45 | -- | -- | 47 |
| | Mathematics | -- | ** | 51 | -- | -- | 54 | -- | -- | 55 | 0 | -- | 57 | -- | -- | 59 |
| 6 | Reading | -- | -- | 53 | -- | -- | 54 | -- | -- | 53 | 0 | -- | 54 | -- | -- | 56 |
| | Language | -- | -- | 41 | -- | -- | 44 | -- | -- | 44 | 0 | -- | 45 | -- | -- | 47 |
| | Mathematics | -- | -- | 57 | -- | -- | 59 | -- | -- | 60 | 0 | -- | 63 | -- | -- | 65 |
| 7 | Reading | -- | -- | 52 | -- | -- | 53 | -- | -- | 52 | -- | -- | 53 | -- | -- | 55 |
| | Language | -- | -- | 52 | -- | -- | 54 | -- | -- | 54 | -- | -- | 55 | -- | -- | 58 |
| | Mathematics | -- | -- | 53 | -- | -- | 55 | -- | -- | 56 | -- | -- | 58 | -- | -- | 60 |
| 8 | Reading | -- | -- | 54 | -- | -- | 54 | -- | -- | 53 | 29 | -- | 55 | -- | -- | 56 |
| | Language | -- | -- | 46 | -- | -- | 49 | -- | -- | 49 | 43 | -- | 50 | -- | -- | 52 |
| | Mathematics | -- | -- | 52 | -- | -- | 54 | -- | -- | 56 | 43 | -- | 58 | -- | -- | 59 |
| 9 | Reading | -- | -- | 44 | 100 | ** | 43 | 52 | ** | 43 | 25 | -- | 43 | -- | -- | 43 |
| | Language | -- | -- | 39 | 100 | ** | 39 | 52 | ** | 40 | 25 | -- | 41 | -- | -- | 42 |
| | Mathematics | -- | -- | 57 | -- | -- | 57 | 52 | ** | 59 | 25 | -- | 61 | -- | -- | 62 |
| 10 | Reading | -- | -- | 42 | 100 | ** | 42 | -- | -- | 42 | -- | -- | -- | -- | -- | -- |
| | Language | -- | -- | 43 | 100 | ** | 44 | -- | -- | 44 | -- | -- | -- | -- | -- | -- |
| | Mathematics | -- | -- | 47 | 100 | ** | 49 | -- | -- | 50 | -- | -- | -- | -- | -- | -- |
| 11 | Reading | -- | -- | 46 | -- | -- | 44 | -- | -- | 45 | -- | -- | -- | -- | -- | -- |
| | Language | -- | -- | 43 | -- | -- | 42 | -- | -- | 44 | -- | -- | -- | -- | -- | -- |
| | Mathematics | -- | -- | 51 | -- | -- | 52 | -- | -- | 55 | -- | -- | -- | -- | -- | -- |

∇ 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 | ** | ** |
| Grades 3-4 | ** | ** |
| Grades 4-5 | ** | ** |
| Grades 5-6 | ** | ** |
| Grades 6-7 | ** | ** |
| Grades 7-8 | ** | ** |

*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

Student expectations are clearly communicated and consistently enforced. Students are taught to take a self time-out when they don't believe themselves able to effectively cope with a situation. Teacher enforced time away is used when students are unable to judge their own need to calm themselves. All school staff use Non-crisis Intervention strategies when a student's behavior escalates and safety is a concern.

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).

2

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---------------------------------------------------------|-------------------------------------|---------------------------------|
| Classroom Instruction | \$9,898 | \$351,467 |
| Classroom Supplies | \$147 | \$5,218 |
| Administration | \$287 | \$10,185 |
| Support Services-Students | \$864 | \$30,689 |
| Other Support Services and Operations | \$591 | \$20,988 |
| Total Expenditures- All Categories 2000-2001 | \$11,787 | \$418,547 |

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

| | Name | Phone | Extension |
|----------------------------------|---------------|----------------|-----------|
| School Site Council | NDS | | |
| Transportation Policy | Wanda Hansen | (480) 472-8960 | |
| Community Resources | Crista Bishop | (480) 472-8968 | |
| School Nutrition Programs | Loretta Zullo | (480) 472-0909 | |
| Parent Organization | Wanda Hansen | (480) 472-8960 | |
| Student Health/Nurse | Cathy Raible | (480) 472-8962 | |

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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