

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

950 North Sun Valley Blvd., Mesa, AZ 85207

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 (a)

2003-04 Not Evaluated
2002-03 Small School
2001-02 N/A

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

High School Achievement Profile (a)

2003-04 Not Evaluated
2002-03 Small School
2001-02 N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School Overview

Principal/Administrator : Mr. Gregg J. Baumgarten
Schedule : 7:00 AM to 3:30 PM
Grades : K-12
2004 Enrollment : 68
Web Address : www.mpsaz.org
Phone Number : (480) 472-8960
Fax Number : (480) 472-8977
E-mail : gjbaumga@mpsaz.org

Mission

The Mission of SHARP is to establish working relationships between home and school; to improve students' academic skills; and to teach appropriate social behavior, coping skills, and skills necessary for success on a comprehensive school campus.

School / Academic Goals

- ü Students will demonstrate increases in reading, writing and math skill development as assessed by criterion referenced assessment measures based on Arizona Academic Standards.
- ü Students will learn coping skills to enable their success in home and school settings. Students will participate in daily academic courses with emphasis on behavior management while developing problem solving for dealing with stressful situations.
- ü The students will improve their behaviors in their home environment through a coordinated behavior reinforcement plan that utilizes the resources of both the home and school.

Enrollment

October 1, 2003 School Year Student Enrollment : 56
Accepting New Students in 2004-05 Under Open Enrollment Law :² No
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü Individual Education Programs
- ü Structured Behavioral Intervention Plans
- ü Social Skill Development
- ü Integrated Instruction
- ü Related Special Education Services

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/12/2004
Last Day of School : 5/25/2005

Shared Responsibilities

School

SHARP School provides a highly structured educational setting. Curriculum includes specific instruction that increase student's success, behaviorally and academically. Additional special education services are provided to eligible students.

Parents

Parents are responsible for student's basic needs, supporting daily school attendance, addressing their child's medical needs, completing daily communication cards and following through on identified behavioral goals in the home.

Transportation Policy

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

School Honors

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

Award/Honor	Year
ü Student Service Award for Work with Disabled Students	2003
ü ARC Teacher of the Year Award	2002
ü Citation of Merit from the Arizona Parks and Rec Assoc.	2002

3rd 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	--	5651	75509	--	98	100	--	532	521	--	9	13	--	19	23	--	33	33	--	39	31
All Students (Prior Year)	NC	5599	75372	NC	98	100	NC	536	523	NC	5	9	NC	18	25	NC	38	36	NC	39	30
Female	--	2784	37013	--	98	100	--	534	522	--	9	12	--	19	24	--	34	33	--	39	31
Male	--	2859	38430	--	98	99	--	531	521	--	10	14	--	19	22	--	32	33	--	38	31
African American	--	218	3660	--	98	99	--	509	496	--	17	24	--	26	31	--	32	28	--	25	18
Hispanic	--	1862	30486	--	99	99	--	515	505	--	13	18	--	25	29	--	35	32	--	27	21
Asian/Pacific Islander	--	132	1780	--	100	98	--	534	549	--	10	5	--	13	13	--	39	33	--	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	--	3216	35192	--	98	99	--	544	534	--	6	8	--	15	19	--	32	35	--	46	39
Students with Disabilities	--	599	9708	--	100	100	--	484	489	--	35	32	--	28	27	--	21	24	--	15	17
Students without Disabilities	--	5052	65801	--	98	98	--	537	525	--	7	11	--	18	23	--	34	34	--	41	33
Limited English Proficient Students	--	1053	16928	--	100	100	--	506	485	--	17	29	--	27	33	--	33	26	--	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	--	2909	36411				--	514	503	--	14	19	--	24	29	--	34	32	--	27	20
Non-Economically Disadvantaged	--	2742	39040				--	550	534	--	5	8	--	14	19	--	32	34	--	50	39

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	--	5641	75492	--	98	100	--	522	519	--	11	12	--	14	16	--	48	47	--	27	24
All Students (Prior Year)	NC	5584	75221	NC	98	100	NC	528	523	NC	5	8	NC	12	16	NC	59	56	NC	23	21
Female	--	2785	37014	--	98	100	--	526	523	--	9	10	--	13	15	--	49	48	--	29	27
Male	--	2850	38400	--	98	99	--	518	516	--	13	14	--	16	17	--	48	47	--	24	21
African American	--	218	3665	--	98	99	--	509	505	--	14	20	--	22	22	--	53	43	--	11	14
Hispanic	--	1851	30438	--	98	99	--	509	508	--	17	17	--	20	21	--	49	47	--	14	15
Asian/Pacific Islander	--	134	1773	--	100	98	--	528	534	--	6	4	--	11	10	--	55	50	--	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	--	3215	35177	--	98	99	--	530	528	--	7	8	--	11	13	--	48	49	--	34	31
Students with Disabilities	--	589	9707	--	98	100	--	487	495	--	43	33	--	18	21	--	30	33	--	9	13
Students without Disabilities	--	5052	65785	--	98	98	--	525	522	--	7	10	--	14	16	--	50	49	--	28	26
Limited English Proficient Students	--	1047	16905	--	100	100	--	499	489	--	25	34	--	24	28	--	40	32	--	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	--	2904	36302				--	510	507	--	16	18	--	19	21	--	49	46	--	15	14
Non-Economically Disadvantaged	--	2737	39164				--	534	528	--	5	8	--	10	13	--	48	48	--	37	31

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	--	5611	75053	--	98	99	--	578	597	--	10	7	--	14	12	--	68	72	--	7	9
All Students (Prior Year)	NC	5503	73654	NC	97	99	NC	530	530	NC	7	9	NC	12	13	NC	77	70	NC	5	7
Female	--	2774	36872	--	98	99	--	604	621	--	6	5	--	11	9	--	73	74	--	10	12
Male	--	2831	38109	--	97	99	--	552	573	--	14	10	--	17	14	--	64	69	--	4	6
African American	--	216	3636	--	97	99	--	545	568	--	15	12	--	18	16	--	62	67	--	4	6
Hispanic	--	1847	30235	--	98	98	--	541	575	--	14	9	--	17	14	--	66	70	--	2	6
Asian/Pacific Islander	--	134	1768	--	100	98	--	605	651	--	8	3	--	11	5	--	69	72	--	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	--	3193	35028	--	97	99	--	599	613	--	8	6	--	12	10	--	70	73	--	10	11
Students with Disabilities	--	588	9625	--	98	100	--	489	530	--	33	21	--	23	21	--	42	55	--	2	4
Students without Disabilities	--	5023	65428	--	98	98	--	587	604	--	8	6	--	13	11	--	71	73	--	8	10
Limited English Proficient Students	--	1044	16765	--	100	100	--	524	525	--	16	17	--	20	20	--	63	60	--	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	--	2890	36077				--	542	566	--	14	10	--	17	16	--	65	69	--	3	5
Non-Economically Disadvantaged	--	2721	38950				--	613	618	--	6	5	--	11	9	--	71	73	--	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	NC	5809	76019	NC	99	100	NC	514	499	NC	9	14	NC	34	39	NC	13	14	NC	44	33
All Students (Prior Year)	NC	5726	76230	NC	98	100	NC	517	498	NC	6	12	NC	31	38	NC	13	12	NC	50	37
Female	--	2821	37207	--	99	100	--	514	499	--	8	12	--	35	41	--	13	14	--	44	33
Male	NC	2979	38677	NC	99	100	NC	515	498	NC	11	15	NC	32	38	NC	13	13	NC	45	34
African American	--	224	3817	--	98	100	--	489	475	--	14	23	--	49	47	--	9	11	--	28	18
Hispanic	--	1790	29458	--	99	100	--	490	480	--	15	20	--	48	48	--	11	12	--	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	NC	3386	35880	NC	98	100	NC	529	515	NC	5	7	NC	26	32	NC	14	16	NC	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	--	5190	66233	--	98	99	--	519	503	--	6	11	--	33	39	--	14	14	--	47	35
Limited English Proficient Students	--	972	15206	--	100	100	--	477	459	--	20	31	--	53	53	--	10	7	--	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	NC	2753	35714				NC	493	480	NC	15	20	NC	44	47	NC	12	12	NC	29	20
Non-Economically Disadvantaged	NC	3056	40266				NC	531	513	NC	5	9	NC	25	33	NC	14	15	NC	56	43

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	NC	5803	76020	NC	99	100	NC	507	503	NC	20	25	NC	22	23	NC	43	40	NC	16	12
All Students (Prior Year)	NC	5721	76202	NC	98	100	NC	510	505	NC	11	19	NC	21	24	NC	53	46	NC	14	11
Female	--	2820	37213	--	99	100	--	508	504	--	17	22	--	21	23	--	46	42	--	16	13
Male	NC	2973	38666	NC	99	100	NC	505	501	NC	22	29	NC	22	22	NC	41	38	NC	16	12
African American	--	224	3819	--	98	100	--	499	494	--	28	37	--	27	26	--	36	31	--	10	6
Hispanic	--	1784	29442	--	99	99	--	496	494	--	33	37	--	26	26	--	34	31	--	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	NC	3386	35890	NC	98	100	NC	513	511	NC	12	15	NC	19	20	NC	48	48	NC	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	--	5186	66236	--	98	99	--	509	504	--	16	23	--	22	23	--	45	42	--	17	13
Limited English Proficient Students	--	967	15198	--	100	100	--	490	483	--	43	59	--	28	25	--	25	14	--	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	NC	2745	35703				NC	497	494	NC	31	37	NC	26	26	NC	36	31	NC	8	6
Non-Economically Disadvantaged	NC	3058	40274				NC	514	509	NC	11	17	NC	18	20	NC	49	47	NC	21	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	NC	5771	75673	NC	98	100	NC	530	530	NC	15	12	NC	25	25	NC	56	58	NC	5	4
All Students (Prior Year)	NC	5622	74692	NC	96	99	NC	510	502	NC	12	18	NC	26	27	NC	53	47	NC	9	8
Female	--	2805	37099	--	98	100	--	549	548	--	10	8	--	22	22	--	62	64	--	6	6
Male	NC	2956	38441	NC	98	99	NC	511	513	NC	19	16	NC	27	29	NC	50	52	NC	3	3
African American	--	224	3791	--	98	99	--	509	506	--	20	18	--	24	29	--	55	50	--	1	3
Hispanic	--	1776	29305	--	99	99	--	495	507	--	21	16	--	33	31	--	44	51	--	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	NC	3366	35760	NC	98	99	NC	549	550	NC	11	9	NC	20	21	NC	62	64	NC	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	--	5166	65967	--	98	99	--	537	536	--	12	10	--	25	25	--	59	60	--	5	5
Limited English Proficient Students	--	961	15115	--	100	100	--	475	471	--	28	26	--	38	38	--	34	35	--	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	NC	2731	35541				NC	500	504	NC	20	17	NC	31	31	NC	47	50	NC	2	2
Non-Economically Disadvantaged	--	3040	40091				--	553	550	--	10	9	--	19	21	--	63	64	--	7	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	5673	75001	--	99	99	--	489	468	--	24	37	--	33	36	--	24	16	--	20	10
All Students (Prior Year)	NC	5563	71167	NC	98	99	NC	480	463	NC	24	38	NC	41	41	NC	23	14	NC	13	7
Female	--	2761	36846	--	100	99	--	489	468	--	22	36	--	36	38	--	25	16	--	18	10
Male	--	2908	37974	--	99	99	--	489	467	--	26	39	--	30	34	--	23	16	--	22	11
African American	--	221	3720	--	100	98	--	468	446	--	39	53	--	31	33	--	18	9	--	12	4
Hispanic	--	1551	26675	--	99	98	--	462	448	--	40	52	--	37	34	--	17	10	--	7	4
Asian/Pacific Islander	--	136	1575	--	100	99	--	507	504	--	17	18	--	27	33	--	22	20	--	34	29
American Indian/Alaskan Native	--	213	4731	--	98	98	--	450	438	--	51	61	--	32	30	--	13	7	--	4	2
White	--	3539	37785	--	99	99	--	502	482	--	16	25	--	32	39	--	27	21	--	25	15
Students with Disabilities	--	476	8802	--	100	100	--	421	418	--	75	79	--	21	16	--	3	3	--	1	1
Students without Disabilities	--	5197	66199	--	99	99	--	494	472	--	20	34	--	34	38	--	25	17	--	21	11
Limited English Proficient Students	--	799	11710	--	100	100	--	454	429	--	46	70	--	37	25	--	13	4	--	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	--	2327	29814				--	464	448	--	39	53	--	35	33	--	16	10	--	10	4
Non-Economically Disadvantaged	--	3346	45170				--	505	479	--	14	28	--	31	38	--	28	20	--	26	14

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	NC	5674	74918	NC	99	99	NC	502	497	NC	28	32	NC	18	19	NC	36	35	NC	18	15
All Students (Prior Year)	NC	5561	71100	NC	98	99	NC	507	502	NC	20	25	NC	20	21	NC	44	40	NC	17	15
Female	--	2760	36805	--	99	99	--	507	501	--	25	28	--	19	19	--	37	37	--	19	16
Male	NC	2910	37936	NC	99	99	NC	498	493	NC	32	35	NC	16	18	NC	35	33	NC	17	14
African American	--	222	3719	--	100	98	--	489	481	--	38	43	--	18	21	--	31	29	--	13	7
Hispanic	--	1550	26645	--	99	98	--	477	478	--	47	46	--	19	20	--	27	27	--	6	6
Asian/Pacific Islander	--	136	1571	--	100	99	--	512	521	--	21	18	--	16	15	--	40	38	--	23	30
American Indian/Alaskan Native	--	214	4729	--	99	98	--	469	468	--	54	57	--	19	19	--	22	19	--	5	4
White	NC	3539	37773	NC	99	99	NC	514	511	NC	19	20	NC	17	18	NC	40	41	NC	24	21
Students with Disabilities	NC	477	8801	NC	100	100	NC	440	448	NC	81	75	NC	11	13	NC	6	10	NC	2	2
Students without Disabilities	--	5197	66117	--	99	99	--	507	501	--	24	28	--	18	19	--	38	37	--	20	16
Limited English Proficient Students	--	802	11706	--	100	100	--	467	454	--	57	71	--	18	16	--	21	12	--	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	NC	2331	29785				NC	479	477	NC	46	47	NC	19	20	NC	28	26	NC	8	6
Non-Economically Disadvantaged	--	3343	45115				--	516	508	--	18	23	--	17	18	--	41	39	--	25	20

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	--	5635	74503	--	99	99	--	479	491	--	13	9	--	37	32	--	42	51	--	8	8
All Students (Prior Year)	NC	5441	69001	NC	96	96	NC	494	490	NC	13	17	NC	36	37	NC	50	45	NC	0	1
Female	--	2744	36686	--	99	99	--	497	506	--	8	5	--	35	29	--	47	57	--	11	9
Male	--	2886	37644	--	98	98	--	461	476	--	18	13	--	40	36	--	37	45	--	6	6
African American	--	219	3677	--	100	97	--	463	475	--	21	12	--	36	36	--	36	46	--	7	5
Hispanic	--	1545	26500	--	99	97	--	444	467	--	21	13	--	45	39	--	31	44	--	3	4
Asian/Pacific Islander	--	134	1566	--	100	99	--	497	537	--	11	5	--	32	23	--	44	55	--	13	18
American Indian/Alaskan Native	--	208	4695	--	96	97	--	444	464	--	23	14	--	43	39	--	29	44	--	4	3
White	--	3517	37606	--	98	99	--	495	508	--	9	6	--	35	28	--	47	56	--	10	10
Students with Disabilities	--	472	8662	--	100	100	--	394	409	--	48	37	--	36	42	--	15	20	--	1	1
Students without Disabilities	--	5163	65841	--	99	98	--	486	499	--	10	7	--	38	32	--	44	53	--	9	8
Limited English Proficient Students	--	795	11608	--	100	100	--	422	430	--	30	23	--	45	47	--	23	28	--	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	--	2304	29587				--	445	465	--	22	14	--	42	40	--	32	43	--	4	4
Non-Economically Disadvantaged	--	3331	44898				--	500	507	--	7	7	--	34	28	--	48	55	--	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	NC	5047	65934	NC	96	100	NC	510	492	NC	24	43	NC	17	18	NC	33	24	NC	27	15
All Students (Prior Year)	NC	4342	57534	NC	83	91	NC	510	491	NC	24	46	NC	15	16	NC	34	23	NC	27	15
Female	NC	2418	32586	NC	97	100	NC	509	491	NC	24	44	NC	18	19	NC	33	24	NC	25	14
Male	NC	2624	33226	NC	95	99	NC	510	493	NC	24	42	NC	16	18	NC	32	24	NC	28	16
African American	NC	161	3042	NC	90	98	NC	490	478	NC	42	58	NC	23	19	NC	25	17	NC	10	6
Hispanic	--	1135	21740	--	96	100	--	488	475	--	46	63	--	18	17	--	25	15	--	10	5
Asian/Pacific Islander	--	138	1643	--	97	99	--	524	519	--	21	23	--	10	13	--	27	30	--	41	34
American Indian/Alaskan Native	NC	163	4351	NC	83	99	NC	488	472	NC	46	68	NC	17	16	NC	28	13	NC	8	4
White	NC	3446	34819	NC	97	99	NC	518	505	NC	15	27	NC	17	20	NC	36	31	NC	33	22
Students with Disabilities	NC	396	6507	NC	92	100	NC	465	456	NC	74	83	NC	11	9	NC	11	6	NC	3	2
Students without Disabilities	--	4651	59427	--	96	100	--	512	494	--	21	41	--	17	19	--	34	25	--	28	16
Limited English Proficient Students	--	541	6793	--	100	100	--	479	464	--	59	79	--	16	11	--	18	8	--	7	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	NC	1572	18745				NC	493	475	NC	40	64	NC	18	16	NC	27	15	NC	14	5
Non-Economically Disadvantaged	NC	3475	47182				NC	517	499	NC	17	35	NC	17	19	NC	35	27	NC	32	19

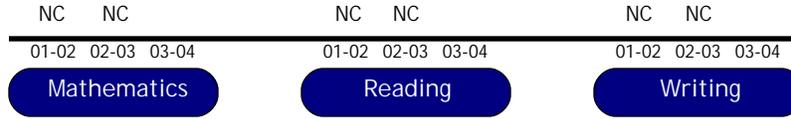
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5245	68162	NC	97	100	NC	519	509	NC	12	18	NC	20	24	NC	58	51	NC	10	8
All Students (Prior Year)	NC	4207	56700	NC	81	89	NC	522	512	NC	9	15	NC	19	23	NC	59	52	NC	14	10
Female	NC	2506	33509	NC	97	100	NC	523	513	NC	10	15	NC	18	23	NC	60	52	NC	11	9
Male	NC	2725	34521	NC	96	100	NC	515	505	NC	13	20	NC	21	24	NC	57	49	NC	9	7
African American	NC	172	3163	NC	93	99	NC	495	497	NC	21	22	NC	28	30	NC	50	46	NC	1	3
Hispanic	--	1204	22624	--	96	100	--	492	487	--	27	32	--	31	31	--	38	35	--	3	2
Asian/Pacific Islander	--	137	1666	--	96	100	--	520	523	--	13	11	--	19	17	--	54	60	--	14	12
American Indian/Alaskan Native	NC	188	4592	NC	88	100	NC	491	484	NC	26	32	NC	33	37	NC	38	30	NC	2	1
White	NC	3536	35727	NC	98	100	NC	531	526	NC	5	7	NC	15	17	NC	67	64	NC	13	12
Students with Disabilities	NC	437	6845	NC	99	100	NC	465	468	NC	55	53	NC	28	29	NC	16	18	NC	0	1
Students without Disabilities	--	4808	61317	--	97	100	--	522	512	--	10	15	--	19	23	--	61	53	--	11	8
Limited English Proficient Students	--	565	7152	--	100	100	--	473	464	--	43	57	--	35	31	--	22	12	--	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	NC	1671	19528				NC	497	487	NC	24	31	NC	29	32	NC	43	34	NC	4	2
Non-Economically Disadvantaged	NC	3574	48595				NC	528	518	NC	7	13	NC	16	20	NC	65	57	NC	13	10

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	NC	5229	67629	NC	97	100	NC	536	524	NC	14	22	NC	13	16	NC	70	59	NC	2	3
All Students (Prior Year)	NC	4369	55090	NC	84	87	NC	492	479	NC	10	16	NC	9	13	NC	81	70	NC	0	0
Female	NC	2504	33347	NC	97	100	NC	548	537	NC	10	17	NC	12	15	NC	75	64	NC	3	4
Male	NC	2711	34151	NC	95	99	NC	525	512	NC	18	27	NC	14	18	NC	66	54	NC	2	2
African American	NC	173	3150	NC	94	99	NC	518	515	NC	23	24	NC	16	19	NC	60	56	NC	1	2
Hispanic	--	1195	22313	--	96	100	--	500	493	--	28	34	--	17	19	--	54	46	--	1	1
Asian/Pacific Islander	--	136	1659	--	95	100	--	554	564	--	16	11	--	9	12	--	68	68	--	7	9
American Indian/Alaskan Native	NC	187	4528	NC	88	99	NC	502	492	NC	31	35	NC	17	21	NC	51	42	NC	1	1
White	NC	3531	35593	NC	97	99	NC	551	547	NC	8	13	NC	11	14	NC	78	69	NC	3	4
Students with Disabilities	NC	429	6712	NC	97	100	NC	440	445	NC	63	61	NC	14	18	NC	23	21	NC	0	0
Students without Disabilities	--	4800	60917	--	96	100	--	541	530	--	12	19	--	13	16	--	72	61	--	2	3
Limited English Proficient Students	--	562	6994	--	100	100	--	472	442	--	41	58	--	18	18	--	41	23	--	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	NC	1649	19310				NC	510	489	NC	24	35	NC	16	20	NC	59	44	NC	1	1
Non-Economically Disadvantaged	NC	3580	48278				NC	548	538	NC	10	17	NC	12	15	NC	75	65	NC	3	4

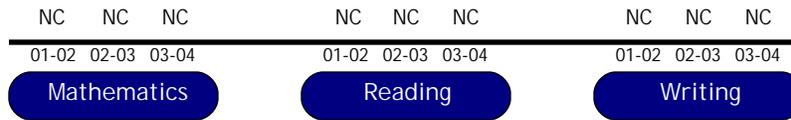
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

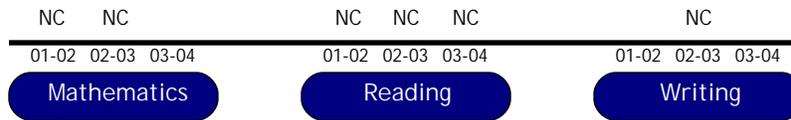
3rd Grade Proficiency



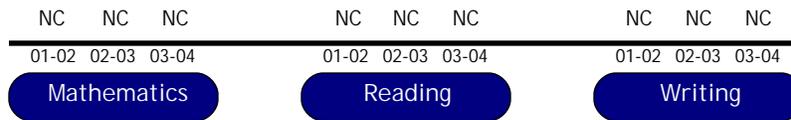
5th Grade Proficiency



8th Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	51	44	--	--	61	50	--	--	NA	58
	Language	NC	NC	42	39	--	--	49	43	NC	NC	53	50
	Mathematics	NC	NC	57	52	--	--	67	57	NC	NC	71	64
3	Reading	NC	NC	50	43	--	--	57	47	--	--	NA	55
	Language	NC	NC	53	50	--	--	61	54	--	--	63	61
	Mathematics	NC	NC	55	50	--	--	64	54	NC	NC	66	61
4	Reading	--	--	51	47	NC	NC	62	52	NC	NC	NA	56
	Language	--	--	47	45	NC	NC	54	48	NC	NC	55	52
	Mathematics	--	--	59	52	NC	NC	68	57	NC	NC	68	61
5	Reading	--	--	51	46	NC	NC	59	50	NC	NC	NA	55
	Language	--	--	45	43	NC	NC	53	46	NC	NC	55	49
	Mathematics	--	--	63	54	NC	NC	68	57	NC	NC	71	63
6	Reading	--	--	56	49	--	--	62	53	NC	NC	NA	56
	Language	--	--	47	42	--	--	53	45	NC	NC	55	48
	Mathematics	--	--	71	58	--	--	75	62	NC	NC	76	66
7	Reading	--	--	53	48	NC	NC	59	51	NC	NC	NA	54
	Language	--	--	56	51	NC	NC	62	54	NC	NC	64	58
	Mathematics	--	--	67	54	NC	NC	74	58	NC	NC	75	62
8	Reading	--	--	54	49	NC	NC	58	53	NC	NC	NA	55
	Language	--	--	51	46	NC	NC	56	49	NC	NC	58	52
	Mathematics	--	--	66	54	NC	NC	69	58	NC	NC	73	61
9	Reading	--	--	46	37	--	--	50	41	NC	NC	NA	42
	Language	--	--	49	38	--	--	54	42	NC	NC	54	42
	Mathematics	--	--	71	56	--	--	74	60	NC	NC	76	63

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	2.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 18
- Core academic classes taught by Highly Qualified (NCLB) teachers. 16
- Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gym
- Ü Fitness Room
- Ü Butterfly Garden

Extracurricular Activities

- Ü Student Council
- Ü Principal's Adopt a Street Clean Up
- Ü Outdoor Activity Club
- Ü Special Olympics

Social Services

- Ü Crisis Intervention
- Ü Health Services
- Ü Counseling and Referral
- Ü Clothing Drives

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The SHARP Campus implemented a high school rotation during the 2003-04 school year for the first time and was highly successful.
- ü During the 2003-04 school year nine students completed their successful transition from SHARP back to a regular school campus.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	89	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	91	98	98	94
Retention Rate ⁹	8	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	--	--
Grades 3-4	NC	NC
Grades 4-5	--	--
Grades 5-6	NC	NC
Grades 6-7	--	NC
Grades 7-8	--	--

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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 to cope with situations. Staff use Non-crisis Intervention strategies when a student's behavior escalates and safety is a concern. The student may also be assigned to an Alternative Learning Area where stress levels, anxiety and anger levels can be decreased.

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) :

23

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	Gregg Baumgarten	(480) 472-8960
Transportation Policy	Gregg Baumgarten	(480) 472-8960
Community Resources	Eric Kurtz	(480) 472-8961
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Gregg Baumgarten	(480) 472-8960
Student Health/Nurse	Susan Belshe	(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. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** 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.