

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05 Performing
2003-04 Not Evaluated
2002-03 Small School

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

High School Achievement Profile (a)

2004-05 Performing
2003-04 Not Evaluated
2002-03 Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 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 : Mr. Gregg J. Baumgarten
Schedule : 07:00 AM to 04:00 PM
Grades : K-12
2005 Enrollment : 85
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 School 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 develop behavioral strategies 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 stress.
- 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, 2004 School Year Student Enrollment : 71
Accepting New Students in 2005-06 Under Open Enrollment Law :² No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Individual Education Programs
- Ü Structured Behavioral Intervention Plans
- Ü Social Skill Development
- Ü Integrated Instruction
- Ü Related Special Education Services
- Ü Counseling and Psychological Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 Mesa Public Schools' according to the requirements of the 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	NC	5983	79306	NC	99	99	NC	454	445	NC	6	10	NC	15	18	NC	53	51	NC	26	20
All Students (Prior Year)	--	5651	75509	--	98	100	--	532	521	--	9	13	--	19	23	--	33	33	--	39	31
Female	NC	2922	38691	NC	99	99	NC	454	446	NC	5	10	NC	16	18	NC	53	52	NC	25	20
Male	NC	3060	40583	NC	99	99	NC	455	445	NC	7	11	NC	14	18	NC	52	50	NC	27	21
African American	--	269	4041	--	100	99	--	429	426	--	12	17	--	19	23	--	57	50	--	12	10
Hispanic	--	2187	32869	--	100	99	--	437	429	--	9	15	--	21	25	--	58	51	--	12	10
Asian/Pacific Islander	--	150	1935	--	99	99	--	468	474	--	5	3	--	9	9	--	48	48	--	37	40
American Indian/Alaskan Native	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	NC	3156	36197	NC	99	99	NC	468	463	NC	4	5	NC	10	11	NC	49	53	NC	37	31
Students with Disabilities	NC	685	10321	NC	100	100	NC	377	389	NC	25	30	NC	29	27	NC	37	34	NC	9	9
Students without Disabilities	--	5298	69060	--	99	98	--	464	454	--	4	7	--	13	17	--	55	54	--	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	3051	39415	--	97	96	--	442	431	--	9	15	--	21	25	--	56	50	--	14	10
Non-Economically Disadvantaged	NC	2932	39966	NC	100	100	NC	466	459	NC	4	6	NC	9	12	NC	50	52	NC	38	30

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	5986	79395	NC	0	99	NC	454	446	NC	6	9	NC	21	25	NC	60	55	NC	13	11
All Students (Prior Year)	--	5641	75492	--	98	100	--	522	519	--	11	12	--	14	16	--	48	47	--	27	24
Female	NC	2926	38743	NC	0	100	NC	458	451	NC	5	7	NC	20	24	NC	61	57	NC	15	12
Male	NC	3059	40618	NC	0	99	NC	450	440	NC	7	11	NC	23	27	NC	58	53	NC	12	9
African American	--	269	4052	--	0	100	--	434	434	--	9	11	--	24	29	--	60	54	--	6	6
Hispanic	--	2189	32915	--	0	99	--	433	426	--	10	15	--	32	35	--	53	47	--	5	4
Asian/Pacific Islander	--	150	1936	--	0	99	--	469	468	--	2	3	--	15	14	--	58	63	--	25	19
American Indian/Alaskan Native	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	NC	3158	36221	NC	0	99	NC	469	465	NC	3	4	NC	14	15	NC	64	63	NC	20	17
Students with Disabilities	NC	684	10331	NC	0	100	NC	375	388	NC	21	25	NC	40	37	NC	34	34	NC	5	4
Students without Disabilities	--	5302	69139	--	0	99	--	464	454	--	4	7	--	19	24	--	63	58	--	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	3052	39484	--	0	96	--	440	429	--	9	14	--	30	35	--	55	47	--	6	4
Non-Economically Disadvantaged	NC	2934	39986	NC	0	100	NC	466	461	NC	2	4	NC	13	16	NC	64	63	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	5935	78869	NC	98	99	NC	442	442	NC	6	6	NC	21	21	NC	62	63	NC	12	10
All Students (Prior Year)	--	5611	75053	--	98	99	--	578	597	--	10	7	--	14	12	--	68	72	--	7	9
Female	NC	2903	38536	NC	99	99	NC	458	458	NC	4	4	NC	14	15	NC	65	67	NC	16	14
Male	NC	3031	40302	NC	98	99	NC	425	428	NC	8	8	NC	26	26	NC	58	60	NC	8	7
African American	--	267	4015	--	100	99	--	426	430	--	6	8	--	25	24	--	61	61	--	7	7
Hispanic	--	2160	32606	--	98	98	--	419	426	--	9	8	--	29	27	--	57	60	--	5	5
Asian/Pacific Islander	--	150	1925	--	99	99	--	455	471	--	5	3	--	15	11	--	59	64	--	21	22
American Indian/Alaskan Native	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	NC	3142	36078	NC	98	99	NC	457	459	NC	4	4	NC	15	16	NC	65	66	NC	16	14
Students with Disabilities	NC	676	10246	NC	100	100	NC	347	367	NC	18	18	NC	40	39	NC	37	40	NC	5	4
Students without Disabilities	--	5259	68697	--	98	98	--	454	454	--	4	4	--	18	18	--	65	67	--	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	3015	39106	--	96	95	--	426	427	--	8	8	--	28	28	--	59	59	--	5	5
Non-Economically Disadvantaged	NC	2920	39837	NC	100	100	NC	457	457	NC	4	4	NC	13	14	NC	64	67	NC	19	15

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	5594	78906	NC	99	99	NC	509	498	NC	8	13	NC	15	19	NC	50	48	NC	26	20
All Students (Prior Year)	NC	5809	76019	NC	99	100	NC	514	499	NC	9	14	NC	34	39	NC	13	14	NC	44	33
Female	NC	2679	38644	NC	99	99	NC	507	500	NC	8	12	NC	16	19	NC	51	49	NC	25	19
Male	NC	2915	40236	NC	99	99	NC	510	497	NC	8	15	NC	15	19	NC	50	46	NC	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	--	1921	31938	--	100	99	--	486	481	--	13	19	--	23	25	--	51	46	--	13	10
Asian/Pacific Islander	--	136	1805	--	100	98	--	526	536	--	7	5	--	8	8	--	50	45	--	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	NC	3081	36483	NC	98	99	NC	525	517	NC	4	7	NC	10	13	NC	50	51	NC	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	--	4944	68310	--	98	98	--	521	509	--	5	9	--	14	18	--	53	51	--	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	2737	38679	NC	95	96	NC	495	483	NC	13	20	NC	21	25	NC	50	45	NC	15	10
Non-Economically Disadvantaged	NC	2857	40295	NC	100	100	NC	520	513	NC	4	7	NC	9	13	NC	51	50	NC	36	30

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	5599	78908	NC	0	99	NC	491	484	NC	6	10	NC	19	23	NC	63	58	NC	12	9
All Students (Prior Year)	NC	5803	76020	NC	99	100	NC	507	503	NC	20	25	NC	22	23	NC	43	40	NC	16	12
Female	NC	2681	38648	NC	0	99	NC	494	489	NC	5	8	NC	18	22	NC	64	61	NC	12	10
Male	NC	2918	40233	NC	0	99	NC	489	479	NC	7	12	NC	20	25	NC	61	55	NC	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	--	1925	31940	--	0	99	--	470	465	--	12	16	--	30	32	--	53	49	--	5	3
Asian/Pacific Islander	--	136	1805	--	0	98	--	498	507	--	1	4	--	21	13	--	67	65	--	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	NC	3082	36502	NC	0	99	NC	507	502	NC	3	4	NC	12	14	NC	69	67	NC	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	--	4948	68312	--	0	98	--	502	493	--	4	7	--	17	21	--	66	62	--	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	2742	38662	NC	0	96	NC	479	468	NC	10	16	NC	28	32	NC	56	49	NC	5	3
Non-Economically Disadvantaged	NC	2857	40315	NC	0	100	NC	502	498	NC	2	5	NC	11	15	NC	68	66	NC	18	14

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	5524	78750	NC	98	99	NC	500	500	NC	5	6	NC	28	29	NC	63	63	NC	3	2
All Students (Prior Year)	NC	5771	75673	NC	98	100	NC	530	530	NC	15	12	NC	25	25	NC	56	58	NC	5	4
Female	NC	2649	38586	NC	98	99	NC	514	515	NC	4	4	NC	21	22	NC	70	71	NC	4	3
Male	NC	2874	40135	NC	98	99	NC	488	486	NC	7	8	NC	35	35	NC	56	56	NC	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	--	1884	31841	--	98	99	--	479	483	--	8	8	--	37	36	--	54	55	--	2	1
Asian/Pacific Islander	--	136	1802	--	100	98	--	521	533	--	2	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	NC	3058	36440	NC	98	99	NC	514	516	NC	4	3	NC	23	22	NC	69	71	NC	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	--	4882	68196	--	97	98	--	515	513	--	3	3	--	26	25	--	68	69	--	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	2686	38558	NC	93	96	NC	486	485	NC	9	8	NC	37	37	NC	53	54	NC	1	1
Non-Economically Disadvantaged	NC	2838	40260	NC	100	100	NC	513	514	NC	3	3	NC	21	21	NC	71	72	NC	5	4

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	12	5700	78250	100	98	99	257	565	548	44	14	21	22	13	18	33	52	48	0	21	13
All Students (Prior Year)	--	5673	75001	--	99	99	--	489	468	--	24	37	--	33	36	--	24	16	--	20	10
Female	--	2750	38071	--	98	99	--	568	549	--	12	20	--	14	19	--	53	49	--	20	12
Male	12	2950	40126	100	98	99	257	563	547	44	15	23	22	13	17	33	51	46	0	21	14
African American	NC	230	4058	NC	97	99	NC	527	523	NC	20	32	NC	20	22	NC	53	41	NC	7	5
Hispanic	--	1677	29129	--	99	99	--	538	527	--	26	32	--	18	23	--	47	40	--	9	6
Asian/Pacific Islander	--	136	1747	--	96	100	--	587	589	--	7	9	--	8	9	--	51	50	--	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	NC	3424	38320	NC	98	99	NC	582	568	NC	7	12	NC	10	14	NC	56	55	NC	27	19
Students with Disabilities	11	498	9329	92	100	100	257	423	454	44	55	64	22	19	18	33	24	16	0	3	2
Students without Disabilities	--	5203	68996	--	98	99	--	579	561	--	10	16	--	13	18	--	55	52	--	23	14
Limited English Proficient Students	NC	423	10133	NC	100	100	NC	443	488	NC	45	45	NC	22	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	2386	33388	NC	93	94	NC	549	530	NC	23	32	NC	18	22	NC	49	40	NC	10	5
Non-Economically Disadvantaged	NC	3315	44937	NC	100	100	NC	577	561	NC	7	13	NC	10	15	NC	55	54	NC	28	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	11	5699	78302	92	0	99	232	523	512	56	7	11	11	19	25	33	65	57	0	9	7
All Students (Prior Year)	NC	5674	74918	NC	99	99	NC	502	497	NC	28	32	NC	18	19	NC	36	35	NC	18	15
Female	--	2752	38082	--	0	99	--	531	518	--	5	8	--	18	24	--	67	61	--	10	7
Male	11	2947	40166	92	0	99	232	516	507	56	9	14	11	20	26	33	62	54	0	8	6
African American	NC	230	4064	NC	0	100	NC	496	498	NC	4	14	NC	36	29	NC	59	54	NC	2	3
Hispanic	--	1678	29152	--	0	99	--	497	492	--	15	17	--	30	34	--	52	46	--	3	2
Asian/Pacific Islander	--	136	1746	--	0	100	--	537	542	--	4	5	--	14	13	--	67	66	--	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	NC	3422	38347	NC	0	99	NC	539	531	NC	3	5	NC	13	17	NC	71	68	NC	12	10
Students with Disabilities	11	498	9353	92	0	100	232	400	429	56	33	40	11	39	38	33	27	22	0	1	1
Students without Disabilities	--	5202	69024	--	0	99	--	535	524	--	5	7	--	17	23	--	68	62	--	10	7
Limited English Proficient Students	NC	423	10140	NC	0	100	NC	405	451	NC	33	28	NC	42	43	NC	24	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	2384	33398	NC	0	94	NC	507	495	NC	13	18	NC	30	35	NC	54	46	NC	4	2
Non-Economically Disadvantaged	NC	3316	44979	NC	0	100	NC	534	525	NC	3	6	NC	12	18	NC	72	66	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	10	5652	78094	83	97	99	137	546	545	43	3	3	14	17	18	43	78	77	0	2	2
All Students (Prior Year)	--	5635	74503	--	99	99	--	479	491	--	13	9	--	37	32	--	42	51	--	8	8
Female	--	2739	38025	--	97	99	--	562	558	--	2	2	--	12	13	--	83	82	--	3	2
Male	10	2913	40013	83	97	99	137	531	534	43	5	5	14	21	23	43	72	71	0	1	1
African American	NC	227	4037	NC	96	99	NC	525	532	NC	2	4	NC	23	22	NC	74	73	NC	0	1
Hispanic	--	1662	29068	--	98	99	--	515	523	--	7	5	--	29	27	--	63	67	--	0	1
Asian/Pacific Islander	--	135	1743	--	95	100	--	563	577	--	4	2	--	8	9	--	80	82	--	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	NC	3402	38265	NC	97	99	NC	564	564	NC	1	2	NC	11	11	NC	85	84	NC	3	3
Students with Disabilities	NC	484	9275	NC	100	100	NC	397	444	NC	17	14	NC	48	46	NC	34	39	NC	1	1
Students without Disabilities	--	5169	68892	--	97	98	--	560	559	--	2	2	--	14	14	--	82	82	--	2	2
Limited English Proficient Students	NC	412	10084	NC	100	100	NC	405	474	NC	19	10	NC	47	39	NC	33	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	2356	33296	NC	92	94	NC	529	527	NC	6	5	NC	26	27	NC	67	67	NC	1	0
Non-Economically Disadvantaged	NC	3297	44871	NC	100	100	NC	558	559	NC	2	2	NC	11	12	NC	84	84	NC	3	3

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	11	5172	69846	100	96	100	391	714	699	75	12	21	0	7	11	25	53	49	0	29	18
All Students (Prior Year)	NC	5047	65934	NC	96	100	NC	510	492	NC	24	43	NC	17	18	NC	33	24	NC	27	15
Female	NC	2496	34328	NC	97	99	NC	717	702	NC	9	19	NC	8	12	NC	55	51	NC	29	18
Male	NC	2676	35509	NC	96	100	NC	710	696	NC	14	23	NC	7	11	NC	51	48	NC	28	18
African American	NC	202	3535	NC	97	100	NC	665	677	NC	23	31	NC	14	15	NC	53	46	NC	11	8
Hispanic	NC	1226	23363	NC	97	100	NC	687	680	NC	23	32	NC	13	16	NC	53	45	NC	11	7
Asian/Pacific Islander	--	136	1742	--	98	99	--	735	733	--	7	8	--	7	7	--	47	46	--	39	38
American Indian/Alaskan Native	NC	196	4785	NC	97	100	NC	692	671	NC	22	39	NC	15	17	NC	50	39	NC	13	5
White	NC	3412	36421	NC	96	99	NC	726	714	NC	7	12	NC	5	8	NC	53	54	NC	36	26
Students with Disabilities	NC	469	7690	NC	100	100	NC	557	593	NC	58	64	NC	14	14	NC	26	21	NC	2	2
Students without Disabilities	NC	4703	62220	NC	96	99	NC	729	712	NC	7	16	NC	7	11	NC	55	53	NC	31	20
Limited English Proficient Students	NC	302	5834	NC	100	100	NC	549	612	NC	42	46	NC	18	20	NC	37	31	NC	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	1657	21421	NC	91	92	NC	703	686	NC	21	35	NC	12	15	NC	52	43	NC	15	7
Non-Economically Disadvantaged	NC	3515	48489	NC	99	100	NC	718	704	NC	8	15	NC	5	10	NC	53	52	NC	35	23

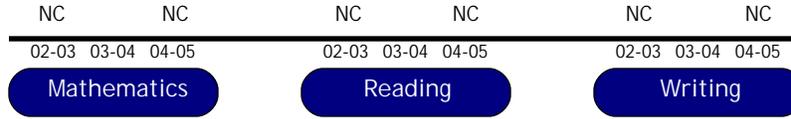
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5238	71311	NC	95	100	NC	702	694	NC	5	7	NC	16	21	NC	69	63	NC	11	9
All Students (Prior Year)	NC	5245	68162	NC	97	100	NC	519	509	NC	12	18	NC	20	24	NC	58	51	NC	10	8
Female	NC	2526	34899	NC	97	100	NC	707	700	NC	3	5	NC	14	19	NC	71	66	NC	11	10
Male	NC	2713	36430	NC	94	100	NC	696	688	NC	6	9	NC	18	22	NC	66	61	NC	10	8
African American	NC	203	3573	NC	98	100	NC	658	676	NC	8	9	NC	27	26	NC	61	60	NC	4	4
Hispanic	--	1269	24056	--	96	100	--	671	672	--	11	13	--	31	31	--	55	53	--	3	3
Asian/Pacific Islander	--	129	1731	--	91	98	--	715	717	--	2	3	--	13	13	--	73	68	--	13	16
American Indian/Alaskan Native	NC	200	5110	NC	96	100	NC	680	661	NC	8	14	NC	28	38	NC	63	46	NC	2	2
White	NC	3437	36841	NC	95	99	NC	716	713	NC	2	3	NC	10	12	NC	74	72	NC	14	13
Students with Disabilities	NC	466	8021	NC	100	100	NC	552	590	NC	24	27	NC	42	42	NC	33	29	NC	0	1
Students without Disabilities	--	4773	63379	--	95	100	--	716	707	--	3	5	--	14	18	--	72	68	--	12	10
Limited English Proficient Students	NC	331	6402	NC	100	100	NC	529	596	NC	27	25	NC	49	44	NC	24	30	NC	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	1720	22243	NC	91	93	NC	688	677	NC	9	14	NC	28	32	NC	60	51	NC	3	3
Non-Economically Disadvantaged	NC	3519	49157	NC	98	100	NC	708	702	NC	3	4	NC	11	16	NC	73	69	NC	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	NC	5157	70868	NC	94	100	NC	696	688	NC	4	5	NC	17	23	NC	65	63	NC	14	9
All Students (Prior Year)	NC	5229	67629	NC	97	100	NC	536	524	NC	14	22	NC	13	16	NC	70	59	NC	2	3
Female	NC	2475	34710	NC	95	99	NC	707	697	NC	2	3	NC	12	19	NC	67	66	NC	19	12
Male	NC	2683	36176	NC	93	100	NC	686	678	NC	6	7	NC	21	27	NC	63	59	NC	10	7
African American	NC	203	3557	NC	98	99	NC	656	675	NC	7	7	NC	27	25	NC	60	62	NC	7	6
Hispanic	--	1244	23868	--	94	100	--	666	670	--	10	9	--	31	33	--	53	55	--	5	4
Asian/Pacific Islander	--	125	1732	--	89	98	--	720	713	--	2	2	--	12	12	--	64	64	--	23	22
American Indian/Alaskan Native	NC	187	5001	NC	89	100	NC	679	661	NC	8	9	NC	23	41	NC	65	48	NC	5	2
White	NC	3398	36710	NC	94	99	NC	709	702	NC	2	2	NC	11	15	NC	69	69	NC	18	13
Students with Disabilities	NC	454	7900	NC	97	100	NC	538	580	NC	24	22	NC	42	49	NC	33	28	NC	1	1
Students without Disabilities	--	4704	63054	--	94	99	--	711	701	--	2	3	--	14	20	--	68	67	--	15	10
Limited English Proficient Students	NC	322	6308	NC	100	100	NC	518	591	NC	27	19	NC	45	47	NC	27	33	NC	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	1677	21994	NC	88	92	NC	683	673	NC	9	10	NC	28	36	NC	57	52	NC	6	3
Non-Economically Disadvantaged	NC	3481	48960	NC	97	100	NC	702	694	NC	2	3	NC	11	18	NC	69	67	NC	18	12

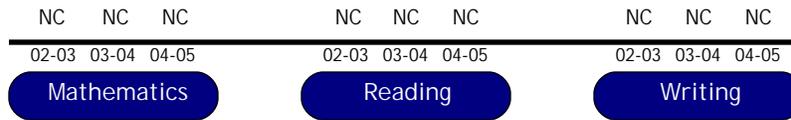
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

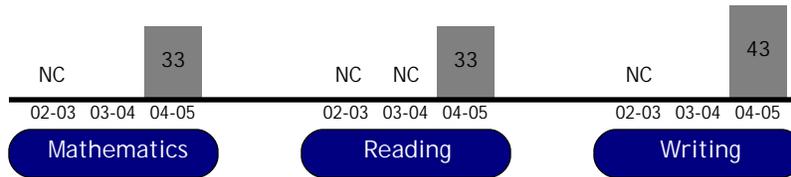
3rd Grade Proficiency



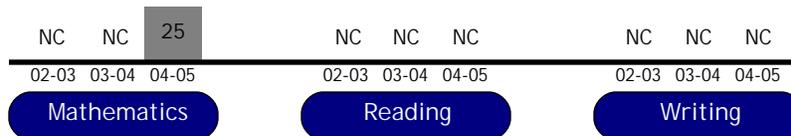
5th Grade Proficiency



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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	61	50	--	--	NA	58	NC	NC	50	47
	Language	--	--	49	43	NC	NC	53	50	NC	NC	49	47
	Mathematics	--	--	67	57	NC	NC	71	64	NC	NC	54	50
3	Reading	--	--	57	47	--	--	NA	55	NC	NC	50	44
	Language	--	--	61	54	--	--	63	61	NC	NC	49	44
	Mathematics	--	--	64	54	NC	NC	66	61	NC	NC	55	51
4	Reading	NC	NC	62	52	NC	NC	NA	56	NC	NC	52	48
	Language	NC	NC	54	48	NC	NC	55	52	NC	NC	52	49
	Mathematics	NC	NC	68	57	NC	NC	68	61	NC	NC	59	53
5	Reading	NC	NC	59	50	NC	NC	NA	55	NC	NC	55	50
	Language	NC	NC	53	46	NC	NC	55	49	NC	NC	55	50
	Mathematics	NC	NC	68	57	NC	NC	71	63	NC	NC	54	49
6	Reading	--	--	62	53	NC	NC	NA	56	NC	NC	58	51
	Language	--	--	53	45	NC	NC	55	48	NC	NC	54	47
	Mathematics	--	--	75	62	NC	NC	76	66	NC	NC	62	52
7	Reading	NC	NC	59	51	NC	NC	NA	54	NC	NC	55	50
	Language	NC	NC	62	54	NC	NC	64	58	NC	NC	58	52
	Mathematics	NC	NC	74	58	NC	NC	75	62	NC	NC	58	50
8	Reading	NC	NC	58	53	NC	NC	NA	55	NC	NC	57	51
	Language	NC	NC	56	49	NC	NC	58	52	NC	NC	55	50
	Mathematics	NC	NC	69	58	NC	NC	73	61	NC	NC	62	53
9	Reading	--	--	50	41	NC	NC	NA	42	NC	NC	60	51
	Language	--	--	54	42	NC	NC	54	42	NC	NC	59	50
	Mathematics	--	--	74	60	NC	NC	76	63	NC	NC	62	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement
- Ü Campus Safety
- Ü Extracurricular Activities
- Ü Fund raising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	3.00	Teacher Aide	30.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Hightly Qualified Teachers	0%

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
- Ü Chess Club
- Ü Archery Club
- Ü Friends of the Environment

Social Services

- Ü Crisis Intervention
- Ü Health Services
- Ü Counseling and Referral
- Ü Clothing Drives
- Ü Parenting Inservice
- Ü Psychological Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü During the 2004-05 school year 9 students completed their successful transition from SHARP back to a regular school campus.

- ü An additional 18 students that were administratively placed were returned to their comprehensive campuses.

- ü Currently, another 12 students are in some form of phasing back to the comprehensive campuses:
 - Elementary 5
 - Junior High 4
 - High School 3

- ü We had a 22% decrease in the number of reportable injuries due to physical confrontations with students in the 2004-05 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Transfers Out Rates ⁵	21	12	12	17
Transfers In Rate ⁶	102	28	28	37
Stability Rate ⁷	78	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Gregg Baumgarten	(480) 472-8960
Transportation Policy	Gregg Baumgarten	(480) 472-8960
Community Resources	Cathy Weigler	(480) 472-8475
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.

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: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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