

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Alma Elementary School

Mesa Unified District  
1313 W. Medina, Mesa, AZ 85202-6699

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

**Principal:** Mr. Martin Calvert  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [mgcalver@mps.az.org](mailto:mgcalver@mps.az.org)

**Grades:** Pre-K-6  
**2002 Enrollment:** 816  
**Phone:** (480) 472-3902  
**Fax:** (480) 472-3919

## ∨ School Overview ∨

### Mission

Alma is dedicated to the pursuit of excellence through students, teachers and parents who work as a team to promote and encourage excellence. We focus on preparing students for the real world and helping them become critical thinkers and creative problem solvers. Self-esteem is nurtured and differences are respected. We are dedicated to creating a learning environment through respect and acceptable social interactions. We have high expectations and are committed to making a difference.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Flexible/Small Group Instruction
- w Semi-departmentalized Sixth Grade

### Instructional Programs

- w Comprehensive K-6 Curriculum
- w Primary Reading Remediation Program
- w Special Education Preschool
- w Computer-Assisted Instruction
- w Accelerated Reader Program
- w SEI/ELL//Gifted Services
- w Title One Programs
- w On-site Special Education

### School/Academic Goals

- w Implement a mathematics program that uses Arizona State Standards to provide Alma students with the knowledge and skills to reason, communicate and solve problems mathematically.
- w Implement a reading, writing and language program that uses Arizona State Standards to ensure that students acquire the necessary skills to become fluent readers and effective communicators.
- w Implement a science and social studies program that will provide Alma students with the knowledge, skills and attitudes to master an understanding of the world they live in.
- w Have students acquire appropriate skills and knowledge in the use of technology to prepare them to take their place in an information based society.

### Enrollment

October 1, 2001 School Year Student Enrollment:	842
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Student Discipline
- w Parent/Educator Relations
- w School Safety Issues
- w Academic Goals
- w Customer Satisfaction Goals

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	18.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	1	0	0
10 or more years	5	22	1	0

∨ **Shared Responsibilities** ∨

**School**

The positive learning climate that exists at Alma can be attributed in part to the existing relationship between the staff, parents and community. We provide opportunities throughout the year for parents to become involved at the school, such as events during evenings and meaningful activities for parents to do with their children at home. We encourage parents to make use of the Character and Responsibility Education program and the Alma Keys to Success program.

**Parents**

Parent support in the following areas strengthen opportunities for student success: Communicating and working cooperatively with the teacher; modeling a positive attitude toward school and learning; providing a time and place for homework; participating in school activities; reading to and with children daily; ensuring that children come to school on time ready to learn; encouraging peaceful decision making; supporting school discipline and expecting children to use the Alma Keys to Success.

∨ **Transportation Policy** ∨

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Bus service to Sunridge Learning Center is also available for gifted students (ELP).



## ∨ 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

- |   |  |
|---|--|
| <p>W Accelerated Reader Program implemented in grades two, three, four, and five.</p>   | <p>W Conducted a yearly Battle of the Books contest, Spelling Bee and National Geographic Competition contests to promote reading, literacy and social studies.</p>    |
| <p>W Continuing our Proposition 301 School Improvement Plan, as well as implementing our 203 Plan to accommodate 14 languages spoken by our students.</p> | <p>W Celebrated a schoolwide drug prevention Red Ribbon Week Program and recognized student achievement quarterly through a flag ceremony in the school courtyard.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	28.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	1.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Classified Employee of the Month for MPS	2000
Who's Who In American Education	2000
Presidential Fitness Program	2000
Honorable Mention in District Writing Contest	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E	
<b>Grade 3</b>	<b>Reading</b>	<b>School</b>	<b>111</b>	<b>529</b>	<b>4%</b>	<b>20%</b>	<b>48%</b>	<b>29%</b>
		State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>106</b>	<b>541</b>	<b>5%</b>	<b>16%</b>	<b>67%</b>	<b>12%</b>	
	State	57282	541	10%	12%	63%	16%	
<b>Mathematics</b>	<b>School</b>	<b>109</b>	<b>526</b>	<b>13%</b>	<b>19%</b>	<b>30%</b>	<b>38%</b>	
	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

<b>Reading</b>	<b>School</b>	<b>111</b>	<b>507</b>	<b>17%</b>	<b>19%</b>	<b>52%</b>	<b>12%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>111</b>	<b>517</b>	<b>14%</b>	<b>28%</b>	<b>42%</b>	<b>16%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>112</b>	<b>509</b>	<b>6%</b>	<b>35%</b>	<b>12%</b>	<b>47%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ 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	--	--	--	--	--	--	--	--	--	80	66	60	--	--	--
2	Reading	--	--	--	100	65	50	79	54	52	76	57	53	88	63	57
	Language	--	--	--	100	53	40	81	39	43	78	41	44	89	45	48
	Mathematics	--	--	--	100	64	51	82	55	55	78	54	57	92	53	61
3	Reading	100	50	47	100	47	47	94	59	48	80	57	50	97	51	50
	Language	100	53	49	100	53	51	96	65	54	82	60	56	97	58	57
	Mathematics	100	50	46	100	45	49	94	66	52	83	68	54	97	53	56
4	Reading	79	66	53	100	59	54	83	56	54	98	56	55	90	61	55
	Language	80	59	47	100	57	49	88	50	48	96	53	50	90	54	50
	Mathematics	78	69	51	100	61	54	87	63	55	97	62	57	90	65	58
5	Reading	100	69	51	100	60	51	85	58	51	88	55	51	90	53	53
	Language	100	59	42	100	54	44	85	52	45	86	48	45	88	45	47
	Mathematics	100	76	51	100	65	54	89	65	55	88	66	57	90	66	59
6	Reading	99	67	53	100	71	54	95	60	53	86	62	54	95	63	56
	Language	95	58	41	100	63	44	91	54	44	86	55	45	94	55	47
	Mathematics	99	77	57	100	80	59	95	72	60	88	73	63	96	73	65

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>67</b>	<b>66</b>
<b>Grades 3-4</b>	<b>81</b>	<b>62</b>
<b>Grades 4-5</b>	<b>70</b>	<b>73</b>
<b>Grades 5-6</b>	<b>85</b>	<b>89</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

Our Schoolwide Citizenship Program emphasizes safety, manners and appropriate behavior within the school setting. We also emphasize community awareness in driving safely around our campus. The principal's theme for children this year is to be safe, behave, be on time, and be good learners. All employees have been trained in the Schoolwide Crisis Plan and monthly drills are implemented.

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).

1

**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	\$2,966	\$2,669,879
Classroom Supplies	\$30	\$26,779
Administration	\$367	\$330,735
Support Services-Students	\$120	\$108,069
Other Support Services and Operations	\$592	\$533,209
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,076</b>	<b>\$3,668,671</b>

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
<b>School Site Council</b>	Martin Calvert	(480) 472-3900	
<b>Transportation Policy</b>	Transportation Dept.	(480) 472-0178	
<b>Community Resources</b>	Community Relations	(480) 472-0222	
<b>School Nutrition Programs</b>	Food & Nutrition	(480) 472-0900	
<b>Parent Organization</b>	Gary Brown	(480) 472-3900	
<b>Student Health/Nurse</b>	Dorothy O'Neal	(480) 472-3904	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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