



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1313 W Medina, Mesa, AZ 85202

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Lillian Perdoni-Satterlie
 Schedule : 7:45 AM to 3:45 PM
 Grades : Pre-K-6
 2004 Enrollment : 719
 Web Address : www.mpsaz.org/alma
 Phone Number : (480) 472-3900
 Fax Number : (480) 472-3919
 E-mail : lhsatter@mpsaz.org

Mission

Alma is dedicated to the pursuit of excellence through students, teachers and parents working together to promote and encourage literacy, develop critical thinking and problem solving skills and ultimately to produce well-rounded, global citizens.

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 / Academic Goals

- ü 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 and logically.
- ü 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 767
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 75

Instructional Programs

- Ü Comprehensive K-6 Curriculum
- Ü Primary Reading Remediation Program
- Ü Special Education Preschool
- Ü Computer-Assisted Instruction
- Ü Title I Instr. Aides 3-6
- Ü Reading Assistance Program Gr. 3

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

Opportunities are provided throughout the year for both on-site and at-home parent involvement. Newsletters, PTO events, curriculum night, Pancake Breakfast, classroom volunteers, field trip chaperones, homework activities and parent conferences are a few examples of efforts to inform and involve our parents.

Parents

Parents are responsible for participating actively in their child's education. From ensuring daily and punctual attendance to support of academic, behavioral and organizational expectations, parent involvement is elemental in student success.

Transportation Policy

Mesa Public Schools provides busing for all students who live more than one mile from their assigned school. Bus services are available for special education students. Students in the gifted program are transported to and from Alma to the ELP facility. Transportation is not provided for students on open enrollment. As part of the open enrollment agreement, parents are responsible for transportation to and from Alma and for ensuring students arrive and are picked up on time.

School Honors

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

Award/Honor	Year
Ü Physical Education Teacher of the Year	2003
Ü Master Teacher for the Educators Development Institute	2002
Ü Presidential Fitness Program	2000
Ü Honorable Mention in District Writing Contest	2001

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	117	5651	75509	100	98	100	540	532	521	14	9	13	12	19	23	30	33	33	44	39	31
All Students (Prior Year)	87	5599	75372	100	98	100	553	536	523	0	5	9	13	18	25	38	38	36	49	39	30
Female	63	2784	37013	100	98	100	547	534	522	9	9	12	12	19	24	34	34	33	45	39	31
Male	54	2859	38430	100	98	99	531	531	521	21	10	14	13	19	22	23	32	33	43	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	45	1862	30486	98	99	99	525	515	505	18	13	18	12	25	29	35	35	32	35	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	58	3216	35192	100	98	99	549	544	534	14	6	8	10	15	19	26	32	35	50	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	109	5052	65801	99	98	98	548	537	525	8	7	11	13	18	23	32	34	34	47	41	33
Limited English Proficient Students	32	1053	16928	100	100	100	511	506	485	29	17	29	5	27	33	38	33	26	29	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	66	2909	36411				527	514	503	18	14	19	14	24	29	32	34	32	37	27	20
Non-Economically Disadvantaged	51	2742	39040				556	550	534	10	5	8	10	14	19	27	32	34	52	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	118	5641	75492	100	98	100	523	522	519	15	11	12	8	14	16	45	48	47	32	27	24
All Students (Prior Year)	87	5584	75221	100	98	100	534	528	523	4	5	8	9	12	16	59	59	56	28	23	21
Female	64	2785	37014	100	98	100	531	526	523	10	9	10	7	13	15	41	49	48	42	29	27
Male	54	2850	38400	100	98	99	512	518	516	21	13	14	9	16	17	51	48	47	19	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	46	1851	30438	100	98	99	510	509	508	26	17	17	9	20	21	49	49	47	17	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	58	3215	35177	100	98	99	531	530	528	10	7	8	7	11	13	41	48	49	41	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	110	5052	65785	100	98	98	528	525	522	9	7	10	8	14	16	48	50	49	34	28	26
Limited English Proficient Students	32	1047	16905	100	100	100	504	499	489	33	25	34	14	24	28	38	40	32	14	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	67	2904	36302				513	510	507	21	16	18	10	19	21	48	49	46	21	15	14
Non-Economically Disadvantaged	51	2737	39164				535	534	528	8	5	8	4	10	13	42	48	48	46	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	118	5611	75053	100	98	99	582	578	597	10	10	7	10	14	12	72	68	72	8	7	9
All Students (Prior Year)	85	5503	73654	99	97	99	530	530	530	4	7	9	13	12	13	78	77	70	5	5	7
Female	64	2774	36872	100	98	99	613	604	621	3	6	5	10	11	9	76	73	74	10	10	12
Male	54	2831	38109	100	97	99	542	552	573	19	14	10	11	17	14	66	64	69	4	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	46	1847	30235	100	98	98	524	541	575	14	14	9	17	17	14	69	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	58	3193	35028	100	97	99	604	599	613	9	8	6	9	12	10	74	70	73	9	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	110	5023	65428	100	98	98	594	587	604	7	8	6	9	13	11	76	71	73	8	8	10
Limited English Proficient Students	32	1044	16765	100	100	100	525	524	525	19	16	17	24	20	20	52	63	60	5	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	67	2890	36077				565	542	566	14	14	10	10	17	16	72	65	69	3	3	5
Non-Economically Disadvantaged	51	2721	38950				602	613	618	6	6	5	10	11	9	71	71	73	13	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	109	5809	76019	99	99	100	504	514	499	14	9	14	35	34	39	10	13	14	41	44	33
All Students (Prior Year)	115	5726	76230	97	98	100	511	517	498	6	6	12	30	31	38	16	13	12	49	50	37
Female	54	2821	37207	100	99	100	502	514	499	9	8	12	40	35	41	11	13	14	40	44	33
Male	55	2979	38677	98	99	100	505	515	498	19	11	15	31	32	38	8	13	13	42	45	34
African American	16	224	3817	100	98	100	449	489	475	44	14	23	38	49	47	0	9	11	19	28	18
Hispanic	34	1790	29458	97	99	100	485	490	480	23	15	20	40	48	48	3	11	12	33	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	51	3386	35880	98	98	100	528	529	515	2	5	7	31	26	32	14	14	16	53	55	45
Students with Disabilities	13	619	9786	100	100	100	439	460	457	58	40	39	33	39	40	0	7	7	8	14	13
Students without Disabilities	96	5190	66233	99	98	99	512	519	503	9	6	11	35	33	39	11	14	14	45	47	35
Limited English Proficient Students	18	972	15206	100	100	100	467	477	459	29	20	31	57	53	53	0	10	7	14	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	57	2753	35714				475	493	480	25	15	20	43	44	47	9	12	12	23	29	20
Non-Economically Disadvantaged	52	3056	40266				533	531	513	4	5	9	27	25	33	10	14	15	60	56	43

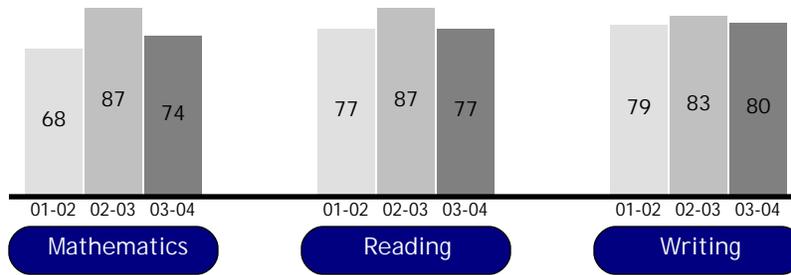
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5803	76020	99	99	100	496	507	503	36	20	25	18	22	23	36	43	40	10	16	12
All Students (Prior Year)	115	5721	76202	97	98	100	504	510	505	10	11	19	32	21	24	51	53	46	7	14	11
Female	54	2820	37213	100	99	100	496	508	504	36	17	22	19	21	23	36	46	42	9	16	13
Male	55	2973	38666	98	99	100	496	505	501	37	22	29	17	22	22	37	41	38	10	16	12
African American	16	224	3819	100	98	100	484	499	494	63	28	37	13	27	26	13	36	31	13	10	6
Hispanic	34	1784	29442	97	99	99	489	496	494	53	33	37	3	26	26	43	34	31	0	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	51	3386	35890	98	98	100	503	513	511	18	12	15	29	19	20	37	48	48	16	21	18
Students with Disabilities	13	617	9784	100	100	100	484	487	485	67	57	58	8	18	19	25	19	19	0	6	4
Students without Disabilities	96	5186	66236	99	98	99	498	509	504	32	16	23	19	22	23	38	45	42	11	17	13
Limited English Proficient Students	18	967	15198	100	100	100	482	490	483	71	43	59	0	28	25	29	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	57	2745	35703				489	497	494	55	31	37	11	26	26	28	36	31	6	8	6
Non-Economically Disadvantaged	52	3058	40274				503	514	509	17	11	17	25	18	20	44	49	47	13	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	109	5771	75673	99	98	100	520	530	530	9	15	12	30	25	25	60	56	58	1	5	4
All Students (Prior Year)	114	5622	74692	96	96	99	511	510	502	7	12	18	29	26	27	56	53	47	8	9	8
Female	54	2805	37099	100	98	100	538	549	548	8	10	8	15	22	22	75	62	64	2	6	6
Male	55	2956	38441	98	98	99	501	511	513	10	19	16	46	27	29	44	50	52	0	3	3
African American	16	224	3791	100	98	99	491	509	506	13	20	18	25	24	29	63	55	50	0	1	3
Hispanic	34	1776	29305	97	99	99	499	495	507	17	21	16	37	33	31	47	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	51	3366	35760	98	98	99	532	549	550	4	11	9	31	20	21	63	62	64	2	7	6
Students with Disabilities	13	605	9706	100	100	100	479	444	462	17	48	36	50	24	32	33	25	31	0	2	1
Students without Disabilities	96	5166	65967	99	98	99	525	537	536	8	12	10	28	25	25	63	59	60	1	5	5
Limited English Proficient Students	18	961	15115	100	100	100	479	475	471	29	28	26	36	38	38	36	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	57	2731	35541				505	500	504	13	20	17	30	31	31	57	47	50	0	2	2
Non-Economically Disadvantaged	52	3040	40091				536	553	550	4	10	9	31	19	21	63	63	64	2	7	6

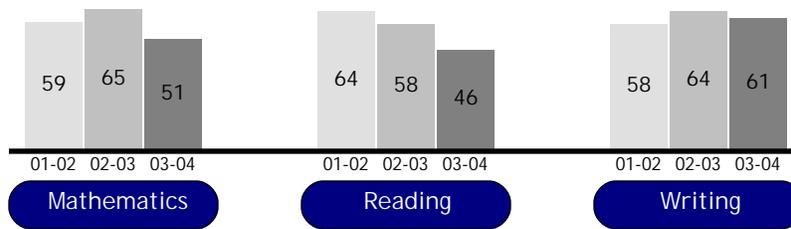
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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	100	54	51	44	90	57	61	50	96	54	NA	58
	Language	100	39	42	39	91	44	49	43	98	44	53	50
	Mathematics	100	50	57	52	97	51	67	57	99	55	71	64
3	Reading	100	48	50	43	98	57	57	47	100	62	NA	55
	Language	100	56	53	50	99	63	61	54	100	67	63	61
	Mathematics	99	52	55	50	99	69	64	54	100	69	66	61
4	Reading	99	54	51	47	100	57	62	52	100	62	NA	56
	Language	100	47	47	45	99	56	54	48	100	51	55	52
	Mathematics	100	59	59	52	99	66	68	57	100	69	68	61
5	Reading	99	51	51	46	97	53	59	50	100	54	NA	55
	Language	99	41	45	43	97	49	53	46	100	49	55	49
	Mathematics	99	64	63	54	91	65	68	57	98	65	71	63
6	Reading	99	59	56	49	95	57	62	53	95	59	NA	56
	Language	99	51	47	42	94	53	53	45	94	48	55	48
	Mathematics	99	71	71	58	98	71	75	62	96	68	76	66

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	7	0	0
4 to 6 years	3	5	0	0
7 to 9 years	3	2	0	0
10 or more years	3	18	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Community Sports Program
- Ü Scouting Program
- Ü Kid's Korner Afterschool Program
- Ü Boredom Busters-Summer Program
- Ü Reading 2004

Social Services

- Ü Afterschool Program - Kid's Korner
- Ü Summer Recreational Activities
- Ü Lunch Program
- Ü Crisis Intervention
- Ü Breakfast Program
- Ü Healthy Kids Dental Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Accelerated Reader Program implemented in grades one through six.

- ü Conducted a yearly Battle of the Books contest, Spelling Bee and National Geographic Competition contests to promote reading, literacy and social studies.

- ü Curriculum Night K-6 to orient parents to curriculum used in each grade level as well as state and district standards.

- ü Author visits throughout the school year to expose students to real world application of the writing process, motivate them through example of local authors and encourage them to write for pleasure.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	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	71	82
Grades 3-4	78	67
Grades 4-5	55	64
Grades 5-6	74	78

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

At Alma we emphasize safety, kindness, respect and responsibility daily. We also emphasize community awareness in driving safely around our campus. Construction was completed during 2004 to separate buses from student pick up and day care van areas, improve traffic flow and facilitate greater student safety. All Alma employees have been trained in the Schoolwide Crisis Plan. Monthly fire drills and twice yearly evacuation/lock down drills are carried out.

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

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	Lillian H. 'Lou' Perdoni-Satterlie	(480) 472-3900
Transportation Policy	Transportation Dept.	(480) 472-0178
Community Resources	Community Relations	(480) 472-0222
School Nutrition Programs	Food & Nutrition	(480) 472-0900
Parent Organization	Laura Caddey	(480) 472-3900
Student Health/Nurse	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 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.