

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1313 W Medina Ave., 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)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(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 : Ms. Lillian Lou Perdoni
 Schedule : 07:45 AM to 03:45 PM
 Grades : Pre-K-6
 2005 Enrollment : 691
 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.

School / Academic Goals

- ü Implement a mathematics program that uses district adopted texts and 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 district adopted texts and Arizona State Standards to ensure that students acquire the necessary skills to become fluent readers and effective communicators.
- ü Provide students with developmentally appropriate instruction in Science and Social Studies that allows them to explore the natural and physical world around them and understand the foundation and continuity of state, national and world history.
- ü Promote the understanding, appreciation and development of positive character traits such as: Trustworthiness, Respect, Responsibility, Fairness, Compassion and Citizenship.

Enrollment

October 1, 2004 School Year Student Enrollment : 713
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 80

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 1-6
- Ü Read Naturally Grades 2 & 4
- Ü Reading Advantage Grade 5

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 MPS Outstanding Teacher Attendance	2003
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	102	5983	79306	99	99	99	457	454	445	11	6	10	9	15	18	53	53	51	27	26	20
All Students (Prior Year)	117	5651	75509	100	98	100	540	532	521	14	9	13	12	19	23	30	33	33	44	39	31
Female	50	2922	38691	100	99	99	456	454	446	9	5	10	17	16	18	43	53	52	30	25	20
Male	52	3060	40583	98	99	99	458	455	445	13	7	11	0	14	18	63	52	50	24	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	46	2187	32869	100	100	99	440	437	429	15	9	15	13	21	25	58	58	51	15	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	40	3156	36197	98	99	99	478	468	463	5	4	5	3	10	11	50	49	53	42	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	93	5298	69060	99	99	98	460	464	454	10	4	7	8	13	17	54	55	54	28	28	22
Limited English Proficient Students	19	703	15509	100	100	100	418	391	406	33	17	20	11	28	30	44	49	45	11	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	58	3051	39415	100	97	96	443	442	431	16	9	15	10	21	25	56	56	50	18	14	10
Non-Economically Disadvantaged	44	2932	39966	98	100	100	475	466	459	5	4	6	7	9	12	50	50	52	38	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	101	5986	79395	98	0	99	456	454	446	7	6	9	22	21	25	58	60	55	13	13	11
All Students (Prior Year)	118	5641	75492	100	98	100	523	522	519	15	11	12	8	14	16	45	48	47	32	27	24
Female	49	2926	38743	98	0	100	455	458	451	9	5	7	24	20	24	53	61	57	13	15	12
Male	52	3059	40618	98	0	99	456	450	440	4	7	11	20	23	27	63	58	53	13	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	46	2189	32915	100	0	99	436	433	426	13	10	15	30	32	35	58	53	47	0	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	40	3158	36221	98	0	99	476	469	465	0	3	4	11	14	15	66	64	63	24	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	92	5302	69139	98	0	99	455	464	454	7	4	7	21	19	24	59	63	58	13	15	11
Limited English Proficient Students	19	703	15545	100	0	100	411	382	399	28	18	21	44	43	42	22	36	35	6	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	58	3052	39484	100	0	96	439	440	429	10	9	14	32	30	35	52	55	47	6	6	4
Non-Economically Disadvantaged	43	2934	39986	96	0	100	477	466	461	2	2	4	10	13	16	66	64	63	22	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	100	5935	78869	97	98	99	450	442	442	3	6	6	20	21	21	69	62	63	8	12	10
All Students (Prior Year)	118	5611	75053	100	98	99	582	578	597	10	10	7	10	14	12	72	68	72	8	7	9
Female	49	2903	38536	98	99	99	466	458	458	0	4	4	16	14	15	76	65	67	9	16	14
Male	51	3031	40302	96	98	99	434	425	428	7	8	8	24	26	26	62	58	60	7	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	45	2160	32606	98	98	98	432	419	426	5	9	8	28	29	27	64	57	60	3	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	40	3142	36078	98	98	99	464	457	459	3	4	4	11	15	16	76	65	66	11	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	91	5259	68697	97	98	98	454	454	454	2	4	4	19	18	18	70	65	67	9	13	11
Limited English Proficient Students	19	687	15339	100	100	100	410	366	399	11	15	11	44	35	31	44	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	58	3015	39106	100	96	95	435	426	427	6	8	8	24	28	28	64	59	59	6	5	5
Non-Economically Disadvantaged	42	2920	39837	93	100	100	468	457	457	0	4	4	15	13	14	75	64	67	10	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	90	5594	78906	100	99	99	492	509	498	12	8	13	27	15	19	53	50	48	8	26	20
All Students (Prior Year)	109	5809	76019	99	99	100	504	514	499	14	9	14	35	34	39	10	13	14	41	44	33
Female	42	2679	38644	100	99	99	486	507	500	19	8	12	24	16	19	51	51	49	5	25	19
Male	48	2915	40236	100	99	99	496	510	497	7	8	15	28	15	19	54	50	46	11	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	39	1921	31938	98	100	99	480	486	481	22	13	19	27	23	25	43	51	46	8	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	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	40	3081	36483	100	98	99	504	525	517	6	4	7	22	10	13	61	50	51	11	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	88	4944	68310	100	98	98	491	521	509	12	5	9	27	14	18	52	53	51	9	29	22
Limited English Proficient Students	11	560	12573	100	100	100	458	427	454	42	23	27	33	31	30	17	41	38	8	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	46	2737	38679	92	95	96	480	495	483	17	13	20	34	21	25	41	50	45	7	15	10
Non-Economically Disadvantaged	44	2857	40295	100	100	100	503	520	513	7	4	7	19	9	13	64	51	50	10	36	30

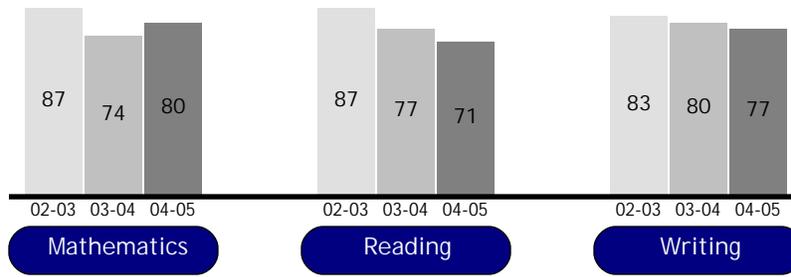
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5599	78908	100	0	99	487	491	484	4	6	10	31	19	23	59	63	58	6	12	9
All Students (Prior Year)	109	5803	76020	99	99	100	496	507	503	36	20	25	18	22	23	36	43	40	10	16	12
Female	42	2681	38648	100	0	99	483	494	489	5	5	8	35	18	22	54	64	61	5	12	10
Male	48	2918	40233	100	0	99	489	489	479	2	7	12	28	20	25	63	61	55	7	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	39	1925	31940	98	0	99	476	470	465	5	12	16	43	30	32	43	53	49	8	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	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	40	3082	36502	100	0	99	497	507	502	3	3	4	19	12	14	75	69	67	3	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	88	4948	68312	100	0	98	487	502	493	4	4	7	32	17	21	59	66	62	6	13	10
Limited English Proficient Students	11	559	12556	100	0	100	447	408	436	17	22	24	58	43	40	25	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	2742	38662	92	0	96	474	479	468	7	10	16	41	28	32	49	56	49	2	5	3
Non-Economically Disadvantaged	44	2857	40315	100	0	100	499	502	498	0	2	5	21	11	15	69	68	66	10	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	90	5524	78750	100	98	99	503	500	500	1	5	6	39	28	29	59	63	63	1	3	2
All Students (Prior Year)	109	5771	75673	99	98	100	520	530	530	9	15	12	30	25	25	60	56	58	1	5	4
Female	42	2649	38586	100	98	99	512	514	515	3	4	4	30	21	22	65	70	71	3	4	3
Male	48	2874	40135	100	98	99	496	488	486	0	7	8	46	35	35	54	56	56	0	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	39	1884	31841	98	98	99	491	479	483	3	8	8	51	37	36	46	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	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	40	3058	36440	100	98	99	517	514	516	0	4	3	31	23	22	67	69	71	3	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	88	4882	68196	100	97	98	502	515	513	1	3	3	39	26	25	59	68	69	1	3	3
Limited English Proficient Students	11	541	12504	100	100	100	471	407	451	8	17	12	58	48	44	33	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	46	2686	38558	92	93	96	490	486	485	2	9	8	44	37	37	54	53	54	0	1	1
Non-Economically Disadvantaged	44	2838	40260	100	100	100	516	513	514	0	3	3	33	21	21	64	71	72	2	5	4

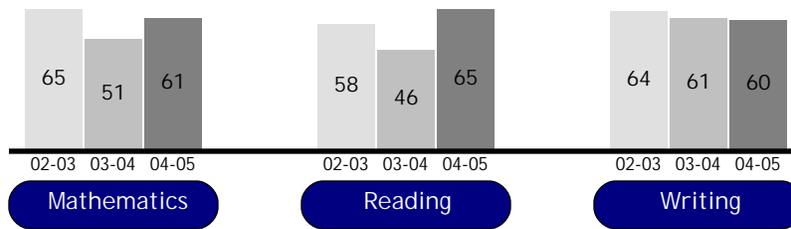
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2004-05

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?	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 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	90	57	61	50	96	54	NA	58	98	43	50	47
	Language	91	44	49	43	98	44	53	50	98	42	49	47
	Mathematics	97	51	67	57	99	55	71	64	100	49	54	50
3	Reading	98	57	57	47	100	62	NA	55	98	49	50	44
	Language	99	63	61	54	100	67	63	61	98	54	49	44
	Mathematics	99	69	64	54	100	69	66	61	99	56	55	51
4	Reading	100	57	62	52	100	62	NA	56	100	49	52	48
	Language	99	56	54	48	100	51	55	52	100	53	52	49
	Mathematics	99	66	68	57	100	69	68	61	100	58	59	53
5	Reading	97	53	59	50	100	54	NA	55	100	50	55	50
	Language	97	49	53	46	100	49	55	49	100	47	55	50
	Mathematics	91	65	68	57	98	65	71	63	100	47	54	49
6	Reading	95	57	62	53	95	59	NA	56	98	53	58	51
	Language	94	53	53	45	94	48	55	48	98	49	54	47
	Mathematics	98	71	75	62	96	68	76	66	97	59	62	52

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 All Kids Are Gifted 2005
- Ü Reading 2005

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 2004-05

School Achievements/Accomplishments 2004-05

- ü Accelerated Reader Program implemented in grades one through six. Excel Math used in grades 1-6. Reading Advantage program to enhance silent reading fluency in intermediate students piloted in grade 5.
- ü Conducted a yearly Battle of the Books contest, Spelling Bee and National Geographic Competition 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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	Ms. Lillian H. Lou Perdoni	(480) 472-3902
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) 472-3954
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.

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: 12 Pages X .0318 Per page X 500 Copies = \$191.00

** 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.