

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Lillian Lou Perdoni
 Schedule : 07:45 AM to 03:45 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/alma
 Phone Number : (480) 472-3900
 Fax Number : (480) 472-3919
 E-mail : lhperdon@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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 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, 2005 School Year Student Enrollment : 715
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 K-2
- ü SEI Technicians
- ü Reading Advantage Grade 5 & 6
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

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	97	5547	80010	100	98	99	453	453	447	9	8	10	6	16	18	71	56	53	13	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2719	38935	100	98	99	455	452	447	9	8	9	7	17	19	72	56	55	13	19	17
Male	51	2828	40974	100	98	98	452	453	448	10	8	11	6	15	18	71	55	52	14	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	39	2182	34545	98	98	99	446	434	432	10	12	14	10	23	24	72	56	53	8	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	48	2783	35142	100	98	99	464	469	465	4	4	5	4	9	11	73	55	56	19	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	88	4902	69849	99	99	100	455	457	451	7	5	7	7	14	17	73	58	56	14	22	19
Limited English Proficient Students	14	877	14013	93	97	97	414	415	413	21	20	24	29	33	34	50	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	52	3005	39029	98	97	98	439	437	432	12	11	14	10	22	25	75	57	52	4	10	9
Non-Economically Disadvantaged	45	2542	40981	100	99	100	470	472	462	7	4	6	2	9	13	67	54	54	24	33	27

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	97	5457	79438	100	97	98	454	457	451	10	7	9	18	21	24	67	60	56	5	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2686	38775	100	97	99	464	463	457	4	5	7	17	19	22	76	62	58	2	14	13
Male	51	2770	40560	100	96	97	446	452	446	16	8	12	18	23	25	59	58	54	8	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	39	2140	34297	98	96	98	442	437	434	15	11	14	18	31	31	67	54	50	NA	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	48	2744	34887	100	97	98	468	475	471	4	3	4	17	13	15	71	65	63	8	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	88	4900	69850	99	99	100	459	461	456	7	5	7	16	20	23	72	62	59	6	13	12
Limited English Proficient Students	14	846	13856	93	93	96	396	411	407	36	22	27	36	44	43	29	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	52	2946	38685	98	95	97	442	441	435	12	10	14	23	29	32	63	55	50	2	5	5
Non-Economically Disadvantaged	45	2511	40753	100	98	99	469	477	467	9	3	5	11	12	16	71	65	62	9	20	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	97	5524	79971	100	98	99	416	415	423	4	8	8	58	46	41	38	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2715	38974	100	98	99	426	429	437	4	5	5	50	40	33	46	53	57	NA	2	4
Male	51	2808	40895	100	97	98	408	402	410	4	11	10	65	53	47	31	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	39	2166	34481	98	97	99	399	399	410	8	12	10	64	53	46	28	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	48	2779	35150	100	98	99	430	429	437	2	5	5	52	41	35	46	52	56	NA	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	88	4879	69713	99	99	100	421	420	429	2	6	5	57	45	39	41	46	52	NA	2	3
Limited English Proficient Students	14	865	13985	93	95	97	360	371	382	21	22	18	64	56	54	14	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	52	2986	38994	98	97	98	405	401	409	4	11	10	62	52	47	35	36	41	NA	1	1
Non-Economically Disadvantaged	45	2538	40977	100	99	100	429	432	437	4	4	5	53	40	34	42	53	56	NA	3	5

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

4th 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	96	5739	80147	99	98	99	505	498	482	6	6	11	4	13	17	51	48	49	39	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2849	39281	98	99	99	516	498	483	2	5	9	4	13	17	46	49	50	48	33	24
Male	46	2889	40780	100	98	98	492	497	482	11	7	12	4	12	17	57	48	48	28	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	46	2106	33494	98	98	99	492	479	466	11	9	15	2	18	23	61	55	49	26	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	34	2998	36122	100	98	99	527	514	501	3	4	5	3	8	10	32	44	50	62	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	89	5082	69852	99	99	100	512	503	488	2	4	7	3	11	16	53	50	51	42	35	26
Limited English Proficient Students	20	640	12722	95	96	97	456	449	441	25	19	27	10	31	33	60	45	37	5	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	49	2944	38371	98	97	97	494	480	465	12	9	15	6	18	23	49	52	49	33	20	13
Non-Economically Disadvantaged	47	2795	41776	100	99	100	516	516	498	NA	3	6	2	7	11	53	45	49	45	45	33

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	96	5655	79686	99	97	98	482	478	470	8	7	11	14	21	24	68	61	57	10	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2823	39163	98	98	99	495	482	475	4	6	9	12	19	22	66	63	60	18	12	10
Male	46	2831	40438	100	96	97	467	474	465	13	9	13	15	22	25	70	60	54	2	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	46	2071	33299	98	96	98	471	458	452	13	12	17	11	30	32	72	54	47	4	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	34	2959	35914	100	97	98	503	495	489	6	3	5	6	13	15	68	67	67	21	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	89	5084	69878	99	99	100	489	482	475	3	5	8	13	19	23	72	64	61	11	12	9
Limited English Proficient Students	20	617	12594	95	93	96	442	425	422	25	31	34	30	46	45	45	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	49	2879	38095	98	95	97	469	462	452	14	11	17	16	29	32	61	55	48	8	5	3
Non-Economically Disadvantaged	47	2776	41591	100	98	99	495	495	486	2	3	6	11	13	16	74	67	65	13	17	13

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	96	5728	80372	99	98	99	482	476	475	3	3	4	27	31	30	70	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2841	39452	98	99	99	496	487	488	2	2	3	18	22	22	80	73	72	NA	3	3
Male	46	2887	40836	100	98	98	467	464	464	4	4	6	37	39	37	59	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	46	2102	33608	98	98	99	471	460	462	4	6	6	35	38	36	61	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	34	2995	36213	100	98	99	495	487	489	3	2	2	15	24	22	82	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	89	5077	69846	99	99	100	488	481	482	NA	2	3	27	28	26	73	68	69	NA	2	2
Limited English Proficient Students	20	637	12747	95	96	97	446	421	432	10	16	12	50	52	52	40	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	49	2941	38521	98	97	98	469	462	461	6	5	6	33	38	38	61	56	55	NA	1	1
Non-Economically Disadvantaged	47	2787	41851	100	99	100	496	491	489	NA	1	3	21	23	22	79	73	72	NA	3	4

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	112	5603	79306	100	98	99	512	518	504	13	9	13	21	15	20	41	50	49	26	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2724	38845	100	98	99	523	518	505	9	8	11	15	16	20	45	51	50	31	26	18
Male	47	2879	40383	100	97	98	497	517	504	17	10	14	28	14	19	36	50	47	19	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	44	2000	32673	100	98	99	497	496	487	16	14	18	27	22	25	41	52	46	16	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	51	2974	36234	100	98	99	528	535	523	10	4	6	10	9	13	45	49	52	35	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	105	4981	69020	100	99	100	517	523	510	9	6	9	21	14	18	43	52	52	28	28	21
Limited English Proficient Students	19	601	10291	100	95	96	472	462	458	26	34	38	47	33	34	16	31	26	11	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	59	2874	37437	98	97	97	496	499	486	19	13	19	24	21	26	39	51	46	19	14	9
Non-Economically Disadvantaged	53	2729	41869	100	98	100	530	538	521	6	4	7	17	9	14	43	49	51	34	39	27

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	112	5547	79000	100	97	98	491	496	489	12	7	10	20	20	24	57	62	58	12	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2710	38774	100	98	99	502	501	494	5	5	7	20	19	22	62	63	61	14	12	10
Male	47	2837	40150	100	96	98	477	492	485	21	9	12	19	21	25	51	61	55	9	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	44	1963	32508	100	96	98	471	476	472	20	12	15	27	31	33	43	53	49	9	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	51	2962	36135	100	97	98	510	513	508	8	3	4	8	12	14	69	69	67	16	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	105	4978	69009	100	99	100	496	500	495	9	5	6	18	19	22	61	65	62	12	12	10
Limited English Proficient Students	19	573	10199	100	91	95	441	441	439	42	33	35	32	46	47	26	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	59	2829	37234	98	96	97	475	478	472	17	11	15	25	29	33	51	55	50	7	4	3
Non-Economically Disadvantaged	53	2718	41766	100	98	99	509	515	505	6	2	5	13	11	16	64	69	65	17	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	112	5609	79611	100	98	99	498	490	496	4	7	7	38	43	37	56	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2732	39016	100	98	99	518	505	511	2	4	4	26	34	29	71	61	66	2	1	1
Male	47	2877	40519	100	97	98	471	476	482	9	9	10	55	51	44	36	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	44	2001	32855	100	98	99	472	470	481	9	11	10	50	51	43	41	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	51	2984	36380	100	98	99	521	504	511	2	4	4	25	36	30	71	59	65	2	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	105	4970	68947	100	99	100	503	496	504	3	5	4	36	41	34	60	54	61	1	0	1
Limited English Proficient Students	19	599	10362	100	95	97	448	415	438	16	30	22	47	56	57	37	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	59	2874	37626	98	97	98	486	472	479	3	10	10	47	51	45	49	38	45	NA	1	0
Non-Economically Disadvantaged	53	2735	41985	100	99	100	512	508	511	6	3	4	28	34	30	64	63	65	2	1	1

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

6th 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	92	5505	79327	98	98	98	516	531	518	16	12	19	24	16	20	41	50	46	18	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2626	38961	100	98	98	513	532	520	23	11	16	15	17	20	50	51	48	13	21	16
Male	52	2875	40295	96	98	97	519	531	516	12	13	21	31	16	19	35	48	44	23	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	42	1926	32327	95	98	98	507	510	499	21	18	27	24	23	25	38	49	41	17	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	39	2984	36373	100	99	98	535	549	538	8	7	10	15	11	14	54	51	52	23	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	85	4918	70006	98	99	100	521	537	524	12	8	14	25	15	19	44	53	49	20	24	18
Limited English Proficient Students	12	525	9431	86	95	95	472	475	466	42	40	53	25	30	27	33	29	18	NA	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	48	2687	37097	96	97	97	498	511	498	19	18	27	38	21	25	33	49	41	10	11	7
Non-Economically Disadvantaged	44	2818	42230	100	99	99	536	550	535	14	6	11	9	11	15	50	50	50	27	32	24

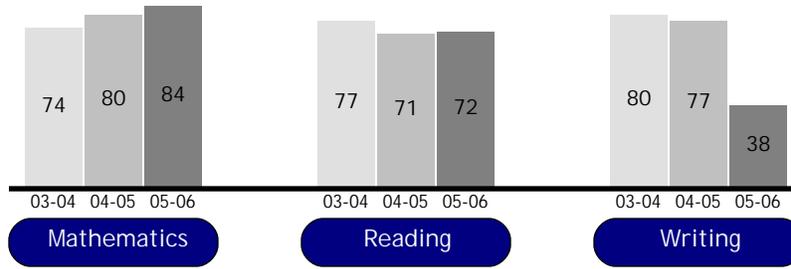
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5447	79501	98	97	98	498	506	497	3	6	10	29	20	25	66	68	60	1	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2606	39062	100	98	99	498	510	502	NA	5	8	33	19	23	65	70	64	3	6	5
Male	52	2837	40368	96	97	98	497	503	491	6	8	13	27	22	27	67	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	42	1887	32389	95	96	98	490	488	478	NA	10	16	43	31	34	55	58	48	2	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	39	2973	36446	100	98	99	510	521	516	5	4	4	13	12	15	82	76	73	NA	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	85	4915	70090	98	99	100	502	510	502	1	4	7	27	19	24	71	72	65	1	6	5
Limited English Proficient Students	12	496	9401	86	90	94	461	450	443	NA	28	40	83	51	46	17	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	48	2646	37183	96	96	97	486	489	479	2	10	16	40	29	34	58	59	49	NA	2	1
Non-Economically Disadvantaged	44	2801	42318	100	98	99	510	522	513	5	3	5	18	12	17	75	76	70	2	9	7

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	91	5492	80000	97	98	99	567	565	564	3	3	3	7	10	11	76	77	75	14	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2626	39288	100	98	99	581	580	579	3	2	2	5	5	6	70	78	77	23	15	16
Male	51	2862	40644	94	97	98	555	552	549	4	4	4	8	14	15	80	76	74	8	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	42	1917	32672	95	97	99	549	548	548	7	4	4	5	13	14	79	77	76	10	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	39	2977	36602	100	98	99	590	578	579	NA	2	2	5	8	7	74	77	75	21	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	85	4907	70081	98	99	100	569	572	571	4	2	2	5	7	7	76	80	79	15	11	12
Limited English Proficient Students	12	517	9571	86	93	96	484	490	502	25	14	10	8	29	29	67	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	47	2675	37534	94	97	98	541	547	547	6	4	4	9	14	15	79	77	76	6	5	5
Non-Economically Disadvantaged	44	2817	42466	100	99	100	594	582	578	NA	1	2	5	7	7	73	77	75	23	15	16

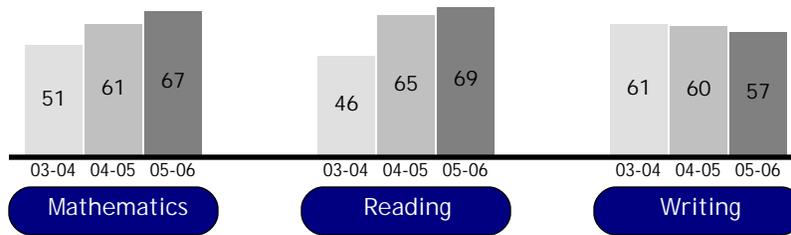
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	54	NA	58	98	43	50	47	100	43	50	46
	Language	98	44	53	50	98	42	49	47	100	41	50	48
	Mathematics	99	55	71	64	100	49	54	50	100	50	56	52
3	Reading	100	62	NA	55	98	49	50	44	99	48	52	46
	Language	100	67	63	61	98	54	49	44	99	44	48	46
	Mathematics	100	69	66	61	99	56	55	51	99	56	56	52
4	Reading	100	62	NA	56	100	49	52	48	99	56	58	52
	Language	100	51	55	52	100	53	52	49	99	56	58	52
	Mathematics	100	69	68	61	100	58	59	53	99	70	67	58
5	Reading	100	54	NA	55	100	50	55	50	100	58	61	56
	Language	100	49	55	49	100	47	55	50	100	54	59	54
	Mathematics	98	65	71	63	100	47	54	49	100	52	59	52
6	Reading	95	59	NA	56	98	53	58	51	100	56	63	56
	Language	94	48	55	48	98	49	54	47	100	52	58	50
	Mathematics	96	68	76	66	97	59	62	52	100	56	68	58

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	34.50
Other Professional Staff	5.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	4	0	0
10 or more years	5	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	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 Social Skills/Anger Mgmt.
- Ü Lunch Program
- Ü Crisis Intervention
- Ü Breakfast Program
- Ü Reach Out America Dental Health Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 grades 5 & 6.

- ü Conducted a yearly Battle of the Books contest, Spelling Bee and National Geographic Competition to promote reading, literacy and social studies.
Reading Under the Stars for families with guest readers.

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 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	Sylvia Hackett	(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 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.

6 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.

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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.