

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Acacia School

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

Washington Elementary District  
3021 W. Evans Drive, Phoenix, AZ 85053-5748

**Principal:** Mr. Nicholas Gupton  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** [www.wesd.k12.az.us](http://www.wesd.k12.az.us)  
**E-mail:** [ngupton@ac.wesd.k12.az.us](mailto:ngupton@ac.wesd.k12.az.us)

**Grades:** Pre-K-6  
**2002 Enrollment:** 644  
**Phone:** (602) 896-5000  
**Fax:** (602) 896-5020

## ∨ School Overview ∨

### Mission

Our mission at Acacia Elementary School is to educate children by fostering their growth academically, physically, socially, and aesthetically so that they are inspired to be lifelong learners.

### Organization and Philosophy

w K-6 Elementary

### Instructional Programs

- w Comprehensive Curricula
- w Drug/Tobacco/Alcohol Prevention Programs
- w Programs for English Language Learners
- w Gifted Program
- w Technology Teaching/Learning Station
- w Title I Reading and Math
- w On-site Special Education
- w Extended Day Care

### School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To design and implement activities to develop a knowledge of procedures to collaboratively and individually identify instructional improvements related to identified needs.

### Enrollment

October 1, 2001 School Year Student Enrollment:	661
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	20

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

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w To Facilitate School Improvement
- w To Address Short-term Needs
- w To Develop Increased Communication
- w To Facilitate Budget Development
- w To Engage in Team Growth
- w To Facilitate Staff Selection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.00	Teacher Aide	4.30

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	1	0	0
10 or more years	15	13	0	0

∨ **Shared Responsibilities** ∨

**School**

Acacia Elementary School is committed to providing environments in which all children can learn and where decisions are made in the best interests of children. We will uniquely exhibit the following qualities: A positive, productive, safe environment; supportive, consistent leadership; focused, effective instructional practices; consistent, systematic monitoring of student progress; a parent and community service orientation; opportunities for professional and personal development.

**Parents**

The importance of regular school attendance should be learned early. Arriving at school on time and being ready to learn is a gift from the parents to each individual child and the school. Ready to learn includes being dressed appropriately, having had breakfast and getting plenty of rest. As our partners in the education of children, parents require students to complete homework assignments and encourage a good attitude about school. Parents participate in Parent/Teacher conferences.

∨ **Transportation Policy** ∨

All students live within walking distance of the school.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 10 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/23/02	1/17/03	3/14/03	5/30/03
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### Additional Calendar/Report Card Information

Parent/Teacher Conferences are held twice a year, Midterms and report cards go home quarterly.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Art/Music/PE Facilities	W Computer/Technology Lab
W Library/Media Center	W Multipurpose Facility

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#### Extracurricular Activities

W Student Council	W Afterschool Remedial Classes
W Drama Club	W Interscholastic Sports
W Math Club	W Computer Classes
W Drug Awareness Resistance Ed. (DARE)	W Classes for Parents

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#### School/Community Resources

W Urban Survival Program/Fire Pal	W Resource Officer
W Social Worker	W Counseling Services
W PTO	W Extended Day Care
W Breakfast/Lunch Programs	W School/Business Partnership

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>w Implemented the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>w Implemented activities designed to teach the appropriate administration of the new reading assessment.</p>                    |
| <p>w Implemented instructional strategies appropriate for teaching English Language Learners.</p>   | <p>w Designed and implemented test data analysis procedures. Incorporated Best ELL Instructional Practices into the classroom.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	24.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

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

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Teacher of the Year Award	2002
Phoenix Public Library Project Goal Award	2002
Lamp of Learning Awards	2001
Lincoln Memorial Hospital Grant to APL	2000

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>80</b>	<b>520</b>	<b>19%</b>	<b>15%</b>	<b>32%</b>	<b>34%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>79</b>	<b>527</b>	<b>18%</b>	<b>11%</b>	<b>63%</b>	<b>8%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>80</b>	<b>504</b>	<b>16%</b>	<b>38%</b>	<b>24%</b>	<b>22%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>86</b>	<b>508</b>	<b>17%</b>	<b>21%</b>	<b>43%</b>	<b>19%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>83</b>	<b>522</b>	<b>12%</b>	<b>23%</b>	<b>45%</b>	<b>20%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>85</b>	<b>529</b>	<b>0%</b>	<b>25%</b>	<b>14%</b>	<b>61%</b>
	State	61760	494	14%	40%	12%	34%

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

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

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

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	80	50	60	--	--	--
2	Reading	--	--	--	100	51	50	98	43	52	80	54	53	88	58	57
	Language	--	--	--	100	35	40	100	38	43	82	52	44	86	51	48
	Mathematics	--	--	--	100	49	51	96	49	55	86	55	57	81	66	61
3	Reading	87	34	47	100	45	47	100	43	48	85	44	50	100	39	50
	Language	93	30	49	100	48	51	100	47	54	86	51	56	89	50	57
	Mathematics	91	34	46	100	47	49	100	53	52	88	45	54	100	42	56
4	Reading	100	55	53	100	55	54	98	54	54	86	54	55	77	56	55
	Language	99	48	47	100	47	49	100	49	48	86	47	50	76	52	50
	Mathematics	100	56	51	100	63	54	100	56	55	89	59	57	77	59	58
5	Reading	98	55	51	100	60	51	97	59	51	88	57	51	87	54	53
	Language	100	46	42	100	55	44	98	50	45	89	50	45	90	52	47
	Mathematics	100	53	51	100	65	54	98	72	55	91	73	57	90	76	59
6	Reading	65	57	53	100	60	54	100	53	53	87	56	54	80	66	56
	Language	65	40	41	100	47	44	100	43	44	89	49	45	81	54	47
	Mathematics	66	54	57	100	59	59	100	65	60	91	74	63	82	76	65

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>60</b>	<b>56</b>
<b>Grades 3-4</b>	<b>80</b>	<b>81</b>
<b>Grades 4-5</b>	<b>72</b>	<b>91</b>
<b>Grades 5-6</b>	<b>88</b>	<b>86</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

**School-level Efforts to Ensure a Safe and Healthy Learning Environment**

Washington School District schools have crisis management guidelines and a comprehensive safety plan designed to inform and assist staff and students in the event of a crisis or an emergency. Our District's Crisis Manual contains vital information necessary to assist in any emergency situation from Africanized bees to bomb threats. Each school and the district office have trained Crisis Response Teams that can be mobilized in the event of an emergency to assist students, staff, and families.

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).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,001	\$1,911,032
Classroom Supplies	\$32	\$20,646
Administration	\$407	\$258,968
Support Services-Students	\$205	\$130,597
Other Support Services and Operations	\$604	\$384,529
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,248</b>	<b>\$2,705,772</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Nicholas Gupton	(602) 896-5000	
<b>Transportation Policy</b>	Bob Allen	(602) 896-5270	
<b>Community Resources</b>	Nedda Shafir	(602) 347-2669	
<b>School Nutrition Programs</b>	Dave Caldwell	(602) 896-6803	
<b>Parent Organization</b>	Mrs. O'Meara	(602) 896-5096	
<b>Student Health/Nurse</b>	Maria Gow	(602) 896-5010	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."