

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Acacia Elementary School

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

Vail Unified District  
12955 E. Colossal Cave Road, Vail, AZ 85641-9003

**Principal:** Mrs. Laurie Emery  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.vail.k12.az.us](http://www.vail.k12.az.us)  
**E-mail:** [emeryl@vail.k12.az.us](mailto:emeryl@vail.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 626  
**Phone:** (520) 762-2200 x 208  
**Fax:** (520) 762-9849

## ∨ School Overview ∨

### Mission

VISION--As a community, we want Acacia Elementary School to be recognized as a school of academic excellence, community service and social responsibility. MISSION--Acacia's mission is academic excellence in a safe, nurturing environment. We promote a shared responsibility among the home, child, school and community which develops caring children committed to lifelong learning.

### Organization and Philosophy

- w Self-contained Classrooms
- w Innovative Traditional Instruction
- w Grade-level Teams
- w Multiage Classrooms

### Instructional Programs

- w 1/2 Day Kindercottage
- w Title I Program
- w Special Education Inclusion Program
- w Paraprofessional Program
- w Extensive Field Trip Program
- w Specialty Areas-PE/Mus/Art/Writing/Span
- w Gifted
- w SEI

### School/Academic Goals

- w Reading: Ninety percent (90%) of students will demonstrate growth in comprehension as measured by DRA (1st-3rd), sight words (Kinder), and an increase of 5 on the RIT scale on the NWEA level test fall to spring (4th and 5th).
- w Writing: Seventy-five percent (75%) of students will improve their writing ability one level in at least three of the 6 Traits of Writing. Students who are performing at level 4, 5 or 6 are expected to continue to meet the standard.
- w Math: Eighty percent (80%) of students (3rd-5th) will demonstrate a growth of 5 on the RIT scale on the NWEA level test from fall to spring.
- w Parent Communication: Teachers will send home a monthly newsletter with ninety-five percent (95%) compliance.

### Enrollment

October 1, 2001 School Year Student Enrollment:	620
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1

<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**

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

**Council Duties**

w School Safety Issues  
 w Dress Code  
 w Extracurricular Activities  
 w Curriculum  
 w Budget  
 w Approval of Field Trips

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	3.25	Teacher Aide	12.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Our schools are communities of learners. We care about our students. One of our highest priorities is keeping class sizes small to develop caring communities of learners. We are committed to fiscal responsibility. We are responsible to our local community. We respect parents and their values. We believe learning extends well beyond the classroom. We uphold traditional values such as respect, personal and social responsibility, honesty and hard work. We are continually improving.

**Parents**

Responsibilities of Acacia parents are to provide a healthy psychological environment; to ensure regular attendance, dietary needs, shelter, hygiene; to facilitate open and free communication; to assist with homework and to participate in school activities and events.

∨ **Transportation Policy** ∨

Regular school bus transportation is provided to every student. There is a special activity bus every day. The district's transportation department covers a distance of over 400 square miles.

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### ∨ Calendar Information ∨

**Number of Instruction Days:** 177                      **First Day of School:** 7/22/02  
**Average Daily Instruction Time:** 5 hrs. 35 min.                      **Last Day of School:** 6/5/03

**Operates on Year-round Schedule**

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#### Report Card Release Dates

9/19/02                      12/20/02                      3/7/03                      6/4/03

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### Additional Calendar/Report Card Information

The Vail school District (K-8) operates on a modified year-round calendar. At the end of the first and third quarters we will be taking a three-week break. At the end of the second quarter/first semester we will be taking the usual two-week winter holiday break. Report card release dates are listed above.

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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 Computer Lab

W Outdoor Classroom

W Art Ramada

W Multipurpose Room/Outdoor Amphitheater

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#### Extracurricular Activities

W Acacia Band/Choir

W Accelerated Reader Program

W Accelerated Math Program

W Tutoring Program

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#### School/Community Resources

W Preschool

W Day Care

W Parks & Recreation Program

W Afterschool Program

W Health Services

W Community Classes

W Counseling Services

## ∨ 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

w Resource inclusion program.

w Guided Reading Program grades 1-3.

w Jump Rope for Heart.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.0 %	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
North Central Association Accreditation	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>99</b>	<b>527</b>	<b>9%</b>	<b>13%</b>	<b>47%</b>	<b>30%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>97</b>	<b>536</b>	<b>5%</b>	<b>13%</b>	<b>70%</b>	<b>11%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>100</b>	<b>505</b>	<b>14%</b>	<b>31%</b>	<b>41%</b>	<b>14%</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>119</b>	<b>507</b>	<b>13%</b>	<b>24%</b>	<b>43%</b>	<b>21%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>114</b>	<b>513</b>	<b>8%</b>	<b>33%</b>	<b>49%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>119</b>	<b>491</b>	<b>11%</b>	<b>46%</b>	<b>15%</b>	<b>28%</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	--	--	--	--	--	--	--	--	--	84	72	60	--	--	--
2	Reading	--	--	--	100	67	50	78	61	52	91	61	53	96	69	57
	Language	--	--	--	100	57	40	93	65	43	91	60	44	98	63	48
	Mathematics	--	--	--	100	66	51	94	71	55	90	62	57	98	73	61
3	Reading	99	57	47	100	53	47	94	60	48	84	52	50	85	56	50
	Language	100	56	49	100	59	51	95	61	54	84	57	56	84	56	57
	Mathematics	100	53	46	100	55	49	96	58	52	85	49	54	85	50	56
4	Reading	100	59	53	100	58	54	92	60	54	93	63	55	79	61	55
	Language	100	52	47	100	53	49	92	54	48	95	54	50	78	54	50
	Mathematics	100	61	51	100	62	54	92	56	55	95	55	57	78	58	58
5	Reading	97	55	51	100	60	51	95	55	51	94	56	51	91	62	53
	Language	94	42	42	100	53	44	96	46	45	93	49	45	92	54	47
	Mathematics	94	55	51	100	57	54	97	47	55	92	51	57	92	56	59

∨ **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>45</b>	<b>34</b>
<b>Grades 3-4</b>	<b>83</b>	<b>78</b>
<b>Grades 4-5</b>	<b>72</b>	<b>71</b>
<b>Grades 5-6</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**

Acacia's mission is to promote a shared responsibility among home, child, school & community to provide a safe, nurturing environment. We have incorporated within the school high expectations for behavior. The Student Pledge was developed to get students involved in learning what it means to have respect, be responsible & to develop positive relationships. Staff supports the pledge by modeling appropriate behavior, distributing awards monthly for citizenship & using a peer mediation system.

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	\$3,812	\$2,402,140
Classroom Supplies	\$31	\$19,687
Administration	\$489	\$308,365
Support Services-Students	\$156	\$98,411
Other Support Services and Operations	\$707	\$445,221
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,195</b>	<b>\$3,273,824</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>	Kim Hermes	(520) 762-2200	208
<b>Transportation Policy</b>	Al Flores	(520) 762-2435	
<b>Community Resources</b>	Rosemary Carrier	(520) 762-2031	
<b>School Nutrition Programs</b>	Marilyn Bennett	(520) 762-2409	
<b>Parent Organization</b>	Gloria Klinicki	(520) 762-2200	266
<b>Student Health/Nurse</b>	Chris Conte	(520) 762-2200	270

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

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