

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

R.E. Simpson School

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

Alhambra Elementary District
5330 N. 23rd Avenue, Phoenix, AZ 85015-2295

Principal: Mr. Gene Giesaking
Schedule: 7:30 AM to 4:30 PM
Web Address: www.alhambra.k12.az.us
E-mail: Unpublished or Unavailable

Grades: 4-8
2002 Enrollment: 1100
Phone: (602) 246-0699
Fax: (602) 246-4305

∨ School Overview ∨

Mission

Our staff is committed to provide a diverse, meaningful, educational environment that stimulates high academic achievement while promoting citizenship, self-responsibility, team work, leadership and service to home, school and community in a safe, caring and creative atmosphere.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Art/Music/PE for All
- w Grouping for Reading Instruction

Instructional Programs

- w Honors Classes
- w English Language Acquisition
- w On-site Special Education
- w Computer-based Writing
- w Conflict Resolution Training
- w Fine Arts
- w Accelerated Reader Program
- w Technology Instruction

School/Academic Goals

- w To provide an academic setting that will improve achievement and meet the individual needs of each student.
- w To provide opportunities for the development of social skills.
- w To establish effective and open communication between staff, administration, students and community.
- w To provide a safe, non-threatening, positive, caring environment at Simpson School.

Enrollment

October 1, 2001 School Year Student Enrollment:	1125
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	33

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Student Discipline
- w School Safety Issues
- w Parent Involvement
- w Strategic Planning
- w Addressing School Concerns
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	2.00	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	16	2	0	0
4 to 6 years	10	4	0	0
7 to 9 years	4	4	0	0
10 or more years	9	5	0	0

∨ **Shared Responsibilities** ∨

School

We provide a safe environment that encourages positive communication among teachers, parents and students. Our commitment is to provide meaningful homework assignments and opportunities for parents to learn strategies for assisting their students at home. Midterm reports, newsletters, opportunities for parents to visit school and classroom are all vehicles through which communication is enhanced.

Parents

Sending their children to school regularly/punctually. Establishing a regular time for homework; providing a quiet place and encouraging the child contributes to his/her success. Reading with children, modeling good reading habits, taking children to the library. Supporting the school in maintaining proper discipline.

∨ **Transportation Policy** ∨

Governing Board authorizes bus transportation to/from school for special education students whose handicapping conditions require transportation, students living within one mile of the school where hazardous or difficult routes exist and students who live one mile from school. Boundaries are 19th Avenue to I-17, and Bethany Home Road to Indian School Road.

∨ 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 Simpson School uses the Accelerated Reader Program to motivate students to read more. After students complete a book, a comprehension test is given on a computer. Points are awarded based upon the comprehension score and are used to obtain awards.

W In a partnership with the City of Phoenix Parks and Recreation Department, Simpson School is providing more afterschool tutoring, enrichment classes and recreation opportunities.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Excellence in Education Award - 2 Teachers	1998
21st Century Grant Recipient	1998
Excellence in Education Award - 2 Teachers	1999
Recipient of Arizona Diamondbacks Ballfield	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 5	Reading	124	494	32%	25%	39%	4%
	School State	61305	505	21%	20%	43%	15%
Writing	School	120	490	25%	32%	38%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	126	469	21%	56%	6%	17%
	State	61760	494	14%	40%	12%	34%

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 8

Reading	School	138	483	38%	22%	31%	8%
	State	57484	504	24%	20%	40%	16%
Writing	School	120	486	22%	45%	30%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	132	446	52%	36%	10%	2%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class 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												
4	Reading	91	44	53	100	45	54	57	53	54	55	39	55	56	44	55
	Language	96	46	47	100	44	49	60	50	48	57	41	50	59	40	50
	Mathematics	97	46	51	100	45	54	61	63	55	56	47	57	58	53	58
5	Reading	88	34	51	100	28	51	58	33	51	71	41	51	55	38	53
	Language	88	35	42	100	30	44	61	35	45	76	41	45	56	41	47
	Mathematics	93	33	51	100	37	54	60	38	55	73	55	57	55	51	59
6	Reading	93	42	53	100	43	54	66	50	53	76	51	54	56	63	56
	Language	87	33	41	100	32	44	72	42	44	77	43	45	59	53	47
	Mathematics	91	45	57	100	50	59	70	62	60	79	67	63	58	71	65
7	Reading	85	42	52	100	32	53	74	35	52	77	40	53	68	49	55
	Language	85	44	52	100	33	54	77	43	54	77	46	55	69	59	58
	Mathematics	87	41	53	100	35	55	76	38	56	77	57	58	69	66	60
8	Reading	89	42	54	100	37	54	72	29	53	71	46	55	71	42	56
	Language	85	39	46	100	33	49	76	30	49	73	47	50	70	50	52
	Mathematics	86	35	52	100	36	54	77	31	56	73	51	58	73	52	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 3-4	88	85
Grades 4-5	73	78
Grades 5-6	87	78
Grades 6-7	64	76
Grades 7-8	80	76

*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

The School Improvement Committee discusses safety concerns monthly. The administration acts immediately to ensure student and staff safety. A School Resource Officer is on campus daily. Monthly fire drills and periodic lock-down drills are held. The Simpson Neighborhood Association meets monthly to hear reports about community safety issues, block watches, neighborhood clean-up parties, etc. The campus is secured allowing visitors only one entrance through the office.

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	\$2,659	\$2,887,819
Classroom Supplies	\$39	\$42,813
Administration	\$357	\$387,981
Support Services-Students	\$146	\$159,088
Other Support Services and Operations	\$546	\$592,799
Total Expenditures- All Categories 2000-2001	\$3,748	\$4,070,500

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
School Site Council	Gene Giesaking	(602) 246-0699	
Transportation Policy	Gene Giesaking	(602) 246-0699	
Community Resources	Gene Giesaking	(602) 246-0699	
School Nutrition Programs	Mary Dunn	(602) 246-9136	5814
Parent Organization	Lynn Johnson	(602) 246-9136	5828
Student Health/Nurse	Lee Kurbat	(602) 246-9136	5810

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.

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