

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Patterson Elementary School

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

Gilbert Unified District
1211 E. Guadalupe Road, Gilbert, AZ 85234

Principal: Mr. Nonda Chomokos
Schedule: 8:00 AM to 4:30 PM
Web Address: www.gilbert.k12.az.us
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 645
Phone: (480) 892-2803
Fax: (480) 926-3674

∨ School Overview ∨

Mission

Patterson exists for the intellectual, social and physical development of each child. With the fundamental premise that all students can learn, instruction is focused on the acquisition of skills and building a lifelong desire for learning.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Back-to-Basics
- w Responsibility Center

Instructional Programs

- w Preschool
- w Gifted
- w Resource
- w Accelerated Reader Program
- w All-day Kindergarten
- w MDSSI Handicapped (Grades 4-8)
- w ESL/Bilingual Instruction
- w Special Reading

School/Academic Goals

- w To maintain high academic goals and performance as evidenced on our Stanford 9 Achievement Test and AIMS scores.
- w Continue emphasis on special education integration; heighten awareness of special education programs in school.
- w Refinement and implementation of the Accelerated Reader Program. This includes the training of the staff.
- w Patterson Elementary is committed to the goal that ALL students can learn to read and conversely, ALL students can develop and use strategies that enable them to read to learn.

Enrollment

October 1, 2001 School Year Student Enrollment:	642
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	112

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)
- 4 Non-certified Employee(s)
- 1 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Safety/Security
- w Campus Beautification/Upgrades
- w Community Service
- w Curriculum-based Assemblies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	6.00	Teacher Aide	18.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Patterson provides a safe and positive learning environment, sets high academic standards and teaches students to become responsible citizens.

Parents

Patterson parents are expected to send their children to school daily and on time, and to work hand-in-hand with the teachers to ensure academic success.

∨ **Transportation Policy** ∨

Students living north of Guadalupe Road have bus services to and from school. Special needs students are bused daily with door-to-door services. Kindergarten students are also provided with bus transportation. The school employs four crossing guards to ensure the safety of the students who walk, bike, etc.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 50 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/8/03	3/26/03	5/22/03
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Additional Calendar/Report Card Information

In addition to regular report cards, all teachers send weekly progress reports home to parents.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ 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.

Special Facilities

W Computer Lab	W Media Center
W Student Responsibility Center	W Project Room

Extracurricular Activities

W Student Council	W Drama Club
W Chorus	W PALS Afterschool Program
W CHAMPS	W Chess Club
W Fun Runs	W Reading/Book Club

School/Community Resources

W VIK Before/After School Program	W Tobacco Education
W PALS Afterschool Program	W ADD Family Support Network
W Health Services	W Psychological Services
W Parent-Teacher Organization	W DARE Program

∨ 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 Achieved our Prop 301 goal of increasing reading ability of students. Supported by our increased AIMS and Stanford 9 reading scores.</p> | <p>W Continue to refine the Student Responsibility Center and related activities, CHAMPS, etc.</p> |
| <p>W Promote Student Council Outreach Program. Continued to host District Elementary Student Council Leadership Conference.</p> | <p>W Initiated a 10-year plan to replace/upgrade our landscaping, classroom furniture and school facilities.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	5.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Town of Gilbert Community of Excellence Award	2002
District Writing Contest Winner	2002
59 Students Qualified for District Academic Night	2002

∨ 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 3	Reading	75	551	0%	8%	43%	49%
	School State	58840	524	9%	17%	45%	29%
Writing	School	76	576	0%	5%	62%	33%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	76	562	3%	17%	22%	58%
	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

Reading	School	87	510	6%	17%	60%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	85	538	1%	18%	60%	21%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	90	514	3%	32%	18%	47%
	State	61760	494	14%	40%	12%	34%

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												
1	Reading	--	--	--	--	--	--	--	--	--	98	79	60	--	--	--
2	Reading	--	--	--	100	65	50	100	73	52	94	80	53	94	81	57
	Language	--	--	--	100	60	40	100	55	43	94	79	44	95	73	48
	Mathematics	--	--	--	100	67	51	100	73	55	95	82	57	94	79	61
3	Reading	88	70	47	100	60	47	98	60	48	95	64	50	90	77	50
	Language	88	78	49	100	72	51	98	70	54	90	73	56	92	80	57
	Mathematics	88	73	46	100	73	49	98	70	52	94	69	54	91	80	56
4	Reading	95	76	53	100	77	54	94	68	54	95	70	55	94	76	55
	Language	95	67	47	100	72	49	94	62	48	96	60	50	91	71	50
	Mathematics	95	71	51	100	79	54	94	71	55	99	69	57	96	73	58
5	Reading	92	72	51	100	73	51	94	75	51	94	64	51	91	68	53
	Language	92	69	42	100	67	44	94	71	45	92	60	45	94	58	47
	Mathematics	92	80	51	100	79	54	94	82	55	94	71	57	97	75	59
6	Reading	95	75	53	100	75	54	100	67	53	90	77	54	93	71	56
	Language	95	65	41	100	68	44	100	64	44	90	74	45	94	65	47
	Mathematics	95	79	57	100	81	59	100	75	60	94	84	63	93	77	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 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 2-3	72	70
Grades 3-4	85	81
Grades 4-5	79	83
Grades 5-6	79	82
Grades 6-7	***	***

*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

Parking lot is closed from 3:00 to 3:30 P.M. so students can board buses, day care vans and cross the parking lot safely. Have closed east and west side of campus from parking lot with locked gates. All staff members have been photographed for ID badges. Staff have been alerted and are aware that all visitors need to sign-in through the office and obtain a visitor's badge. Have educated students on Stranger Danger program. Staff uses radios to communicate with the office any problems on campus.

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	\$2,682	\$1,711,912
Classroom Supplies	\$27	\$17,015
Administration	\$317	\$202,493
Support Services-Students	\$131	\$83,603
Other Support Services and Operations	\$649	\$414,291
Total Expenditures- All Categories 2000-2001	\$3,806	\$2,429,314

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	Mr. Nonda Chomokos	(480) 892-2803	
Transportation Policy	Jay Morris	(480) 497-3314	
Community Resources	Martha Jacobs	(480) 892-2803	
School Nutrition Programs	Jan Miedowicz	(480) 892-2803	
Parent Organization	P. Miller/J. Fuertsch	(480) 892-2803	
Student Health/Nurse	Jaime Bridgwater	(480) 892-2803	

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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