

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Dwight Patterson Elementary School

Mesa Unified District
615 S. Cheshire, Mesa, AZ 85208

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

Principal: Mrs. Jennifer Pott
Schedule: 7:30 AM to 4:00 PM
Web Address: www.mpsaz.org/patterson
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 1033
Phone: (480) 472-9700
Fax: (480) 472-9788

∨ School Overview ∨

Mission

My mission is to create a school where young people are treated with respect and have the opportunity to learn the skills they need to be successful in our rapidly changing world. My desire is to have a school where children will never experience humiliation when they fail but will instead feel empowered by the opportunity to learn from their mistakes. Patterson has a learning environment throughout the entire school.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Team Teaching

School/Academic Goals

- w To continue to improve math scores.
- w To continue to improve reading scores.

Instructional Programs

- w On-site Special Education
- w Alternative Learning Classroom
- w Extended Learning Program (ELP)
- w Accelerated Reader Program

- w Increase awareness and tolerance of other cultures.
- w Recognize students for accomplishments and achievements.

Enrollment

October 1, 2001 School Year Student Enrollment:	904
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	26

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)
 2 Non-certified Employee(s)
 4 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Homework
 w Dress Code
 w Tardiness
 w Attendance
 w Community Concerns
 w School Safety

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	2	2	0	0
7 to 9 years	5	2	0	0
10 or more years	4	13	0	0

∨ **Shared Responsibilities** ∨

School

A newsletter is sent to parents twice each month. Information on academics and our high expectations for children is included. Each child is given a folder with complete information about school discipline policies, homework, attendance and tardies at the beginning of the year.

Parents

Parents are expected to get their student to school on time, rested, well-fed and properly clothed. Parents must sign their child's calendar each night. Parents are encouraged to volunteer and to participate in grade-level presentations on the curriculum. They are also encouraged to become active members of the SIAC and/or PTO.

∨ **Transportation Policy** ∨

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

∨ 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 We achieved 15 out of 15 of the schoolwide goals that had been set in our academic areas for the 2001-02 school year.

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	14.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.2 %	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
NDS	

∨ 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	123	544	0%	8%	48%	44%
	School State	58840	524	9%	17%	45%	29%
Writing	School	122	563	1%	7%	70%	23%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	124	539	2%	15%	44%	39%
	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	113	512	6%	18%	55%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	109	518	8%	21%	54%	17%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	112	508	5%	41%	16%	38%
	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	--	--	--	--	--	--	--	--	--	100	63	60	--	--	--
2	Reading	--	--	--	--	--	50	100	55	52	96	64	53	99	67	57
	Language	--	--	--	--	--	40	100	51	43	100	51	44	100	53	48
	Mathematics	--	--	--	--	--	51	100	69	55	98	71	57	100	75	61
3	Reading	--	--	47	--	--	47	100	49	48	94	56	50	100	66	50
	Language	--	--	49	--	--	51	100	47	54	97	60	56	100	67	57
	Mathematics	--	--	46	--	--	49	100	44	52	94	58	54	100	71	56
4	Reading	--	--	53	--	--	54	94	58	54	94	62	55	98	65	55
	Language	--	--	47	--	--	49	97	53	48	99	49	50	94	59	50
	Mathematics	--	--	51	--	--	54	98	67	55	95	66	57	96	71	58
5	Reading	--	--	51	--	--	51	100	51	51	94	60	51	92	66	53
	Language	--	--	42	--	--	44	100	44	45	94	50	45	92	56	47
	Mathematics	--	--	51	--	--	54	100	58	55	94	67	57	92	69	59
6	Reading	--	--	53	--	--	54	100	58	53	86	57	54	89	66	56
	Language	--	--	41	--	--	44	97	52	44	84	47	45	87	59	47
	Mathematics	--	--	57	--	--	59	100	74	60	86	68	63	88	79	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	65	62
Grades 3-4	85	82
Grades 4-5	77	67
Grades 5-6	73	89
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

Additional personnel have been assigned to our playground and they are all required to wear identifying aprons and carry walkie-talkies that allow them direct contact to the office. They receive a badge that is worn the whole time they are on the campus. The children are escorted by an adult to every area of the 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).

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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	\$2,647	\$2,722,542
Classroom Supplies	\$61	\$63,076
Administration	\$347	\$356,663
Support Services-Students	\$136	\$139,748
Other Support Services and Operations	\$572	\$588,548
Total Expenditures- All Categories 2000-2001	\$3,763	\$3,870,577

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	Carrie Ulrich	(480) 472-9700	
Transportation Policy	Community Relations	(480) 472-0222	
Community Resources	Office	(480) 472-9700	
School Nutrition Programs	Barbara McBrien	(480) 472-9740	
Parent Organization	Nicole Russo	(480) 472-9700	
Student Health/Nurse	Bethany Rimer	(480) 472-9793	

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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