

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Porfirio H. Gonzales Elementary School

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

Tolleson Elementary District
9401 W. Garfield, Tolleson, AZ 85353

Principal: Mr. Jim N. Paxinos
Schedule: 7:45 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: jpaxinos@tesd.k12.az.us

Grades: 1-8
2002 Enrollment: 822
Phone: (623) 907-5181 x 2101
Fax: (623) 936-0649

∨ School Overview ∨

Mission

The mission of P.H. Gonzales Elementary School is to provide every opportunity possible for every child to reach their academic, social and personal potential.

Organization and Philosophy

- w Instructional Focus Grade Level Teams
- w Uninterrupted Instructional Blocks
- w Schoolwide Discipline/Incentive Program
- w Standards-Based Instruction

School/Academic Goals

- w Increase student achievement for all students.
- w Create a safe and orderly environment.

Instructional Programs

- w Before/After School Academic Programs
- w Standards-Based Instruction
- w Adult Education Programs
- w Special Education/Inclusion/Speech
- w CLIP/Gifted/Speech/Head Start/Preschool
- w Sheltered English Instruction
- w School Resource Officer Program
- w Art/Music/Band/PE/Computers/Library

- w Develop a strong partnership with parents, business and community.

Enrollment

October 1, 2001 School Year Student Enrollment:	844
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	40

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

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

Council Duties

w Parent/Educator Relations
 w Extracurricular Activities
 w School Safety Issues
 w Parent Education
 w Current Events
 w Business Partners

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	12	1	0	0
7 to 9 years	1	2	0	0
10 or more years	11	6	0	0

∨ **Shared Responsibilities** ∨

School

P.H. Gonzales is responsible for: Providing quality instruction with high academic standards. Ensuring a safe and focused educational environment for all students. Communicating with parents about student progress. Addressing individual student needs and learning styles. Regular school-home communication is achieved through student agendas (which also contain the Student-Parent Handbook with school goals, rules and regulations).

Parents

The responsibilities of parents are to: Ensure that their child receives an adequate amount of sleep every night. Ensure that their child attends school regularly and on time. Assist their child with homework, assignments and tests. Support the school's behavior and dress code as written in the Student/Parent Handbook.

∨ **Transportation Policy** ∨

The district transportation for students who live outside a one-mile radius of the school and for students who require transportation under the IDEA.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/5/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 6/9/03
Operates on Year-round Schedule

Report Card Release Dates

10/4/02 12/20/02 3/13/03 6/9/03

Additional Calendar/Report Card Information

In addition to the quarterly report cards, student progress is reported to parents mid-quarter. Parent-Teacher conferences are scheduled on a formal basis two times a year - once in the fall and the other in the spring. Weekly progress is communicated through student agendas and classroom reports.

∨ **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 Library/Media Center
- W Gymnasium/Sports Fields
- W Performance Stage

Extracurricular Activities

- W After-School Academic & Sports Programs
- W National Junior Honor Society
- W Student Council
- W MESA Program
- W Yearbook Club
- W Challenger Center
- W Future Cities Club/Odyssey of the Mind
- W Westside Impact Math/Science Competition

School/Community Resources

- W Evening Adult Education Classes
- W School Resource Officers
- W After-School Sports & Recreation
- W 21st Century Learning Center
- W After-School Academic Programs
- W Counseling Services
- W Head Start/Migrant/Preschool
- W Health Services/Vaccination Clinic

∨ 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 Established the district's first after-school program for all students in grades 1-8. The program provided academic instruction and enrichment to an average of 100 students daily.</p> | <p>W Established the first adult education program through the 21st Century Learning Centers offering evening ESL and computer courses.</p> |
| <p>W Numerous participants and winners in local and regional academic competitions such as the West Side Impact Science Fair, MESA competition, and Future Cities Competition.</p> | <p>W Continued decrease in the rate of disruptive behavior on campus and increase in uninterrupted instructional time for students.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.6 %	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
National Teacher Certification	1999
Silver Apple Teacher of the Year Award	2000
Challenger Science Competition Champions	2000
Westside Impact Science Fair Winners	2001

∨ 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	78	491	24%	22%	42%	12%
	School State	58840	524	9%	17%	45%	29%
Writing	School	75	496	32%	20%	45%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	78	480	23%	42%	29%	5%
	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	65	480	62%	18%	17%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	66	461	47%	33%	15%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	68	423	60%	37%	3%	0%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	81	505	25%	17%	47%	11%
	State	57484	504	24%	20%	40%	16%
Writing	School	77	496	8%	51%	40%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	80	453	41%	50%	8%	1%
	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												
1	Reading	--	--	--	--	--	--	--	--	--	74	45	60	--	--	--
2	Reading	--	--	--	100	35	50	65	33	52	72	36	53	56	28	57
	Language	--	--	--	100	28	40	69	23	43	59	26	44	59	17	48
	Mathematics	--	--	--	100	52	51	68	45	55	73	43	57	60	29	61
3	Reading	100	34	47	100	26	47	69	26	48	66	26	50	78	31	50
	Language	100	42	49	100	32	51	68	34	54	67	37	56	76	37	57
	Mathematics	100	37	46	100	31	49	69	33	52	67	31	54	78	35	56
4	Reading	97	31	53	100	31	54	89	34	54	98	23	55	67	31	55
	Language	100	28	47	100	30	49	93	28	48	97	26	50	70	29	50
	Mathematics	100	35	51	100	35	54	88	39	55	98	34	57	73	36	58
5	Reading	100	29	51	100	28	51	58	31	51	90	27	51	72	19	53
	Language	100	24	42	100	28	44	58	33	45	92	24	45	77	19	47
	Mathematics	100	32	51	100	45	54	60	35	55	91	30	57	75	21	59
6	Reading	90	32	53	100	39	54	100	41	53	91	37	54	83	35	56
	Language	98	23	41	100	32	44	100	32	44	92	31	45	83	32	47
	Mathematics	99	37	57	100	50	59	100	55	60	93	47	63	83	47	65
7	Reading	90	25	52	100	30	53	96	38	52	90	46	53	86	44	55
	Language	90	28	52	100	33	54	95	43	54	89	55	55	85	58	58
	Mathematics	88	31	53	100	31	55	97	45	56	93	58	58	84	55	60
8	Reading	100	38	54	100	32	54	85	36	53	91	44	55	78	49	56
	Language	100	33	46	100	25	49	87	35	49	91	41	50	79	51	52
	Mathematics	100	33	52	100	27	54	87	35	56	91	45	58	80	57	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 2-3	55	60
Grades 3-4	76	76
Grades 4-5	74	46
Grades 5-6	94	97
Grades 6-7	87	95
Grades 7-8	71	73

*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

Full-time deputy sheriff (School Resource Officer). Established school-wide discipline program. Strict and consistent enforcement of rules by building administration. School Uniforms. School Emergency Plan. In Classrooms - telephones, emergency call buttons, alarm sounding devices. Principals carry radios and cell phones at all times. October 2002: Fencing on north campus to completely secure all 1st-4th graders. No entry without office check-in.

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 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	\$2,381	\$2,994,263
Classroom Supplies	\$34	\$42,408
Administration	\$646	\$812,900
Support Services-Students	\$118	\$148,649
Other Support Services and Operations	\$672	\$845,643
Total Expenditures- All Categories 2000-2001	\$3,852	\$4,843,863

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	Jim Paxinos	(623) 907-5181	2101
Transportation Policy	Bill Christensen	(623) 936-9740	2020
Community Resources	Randolph Lumm	(623) 907-5181	2100
School Nutrition Programs	Karen Montgomery	(623) 936-9740	2106
Parent Organization	Parent Teacher Association	(623) 907-5181	2101
Student Health/Nurse	Shelly Bertrum	(623) 936-9740	2104

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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