

# ARIZONA SCHOOL REPORT CARD 2002-03

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

## Gold Canyon Elementary School

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

Apache Junction Unified District  
5810 S. Alameda Road, Apache Junction, AZ 85218-6823

**Principal:** Mr. Lyle K. Dalby  
**Schedule:** 8:00 AM to 4:30 PM  
**Web Address:** [www.gces.ajusd.org/](http://www.gces.ajusd.org/)  
**E-mail:** [llogsdon@gces.ajusd.org](mailto:llogsdon@gces.ajusd.org)

**Grades:** K-5  
**2002 Enrollment:** 510  
**Phone:** (480) 982-1110 x 2700  
**Fax:** (480) 671-4324

### ∨ School Overview ∨

#### Mission

In accordance with the ideals of our American heritage, our philosophy is to provide equal education opportunities for all students. We recognize that each child is a special and unique human being differing in abilities, capabilities, learning styles and personality needs. Because of those differences, we strive to provide an adaptive and responsive atmosphere in which all children may reach their individual potential.

#### Organization and Philosophy

- w Self-contained Classrooms
- w Intermediate Classrooms Grouped for Math
- w Primary Classrooms Individualize Reading

#### School/Academic Goals

- w All students will demonstrate improvement in math problem solving and math computation.
- w All students will demonstrate improvement in reading comprehension.

#### Instructional Programs

- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w Remedial Reading/Math
- w Speech
- w Title I
- w Intervention Coach
- w Counseling

- w All students will demonstrate improvement in writing, using student portfolios and the Six Trait Rubrics.
- w All students will demonstrate improvement in organizational skills and responsibility.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	824
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	826

<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**

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

**Council Duties**

- w School Safety Issues
- w Student Discipline
- w Instructional Strategies
- w Extracurricular Activities
- w School/Park Partnership w/Pinal County

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	12.00	Teacher Aide	5.00

**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	3	1	0	0
7 to 9 years	3	1	0	0
10 or more years	4	10	0	0

∨ **Shared Responsibilities** ∨

**School**

We try to provide the best education possible for all our students. All supplies and materials are provided. We are constantly working on goals to improve our school. We have high expectations of each and every one of our students. We have a consistent discipline program in every classroom and a safe environment is provided. All students are challenged to provide high academic standards.

**Parents**

It is the parents' responsibility to ensure our students are following school rules, completing homework on a daily basis and communicating with each classroom teacher whenever needed. All parents are to support bus drivers and ensure students attend on a daily basis. Our school code of conduct is to be shared with each student and support is always needed.

∨ **Transportation Policy** ∨

The following rules must be observed on the school bus: Follow instructions given by the driver the first time they are given; respect rights and property of others; no hitting, kicking, put downs or throwing objects; use a classroom voice when talking; no yelling or screaming; no eating on bus; be safety-minded, remain in your seat when the bus is in motion; keep all objects inside the bus at all times; keep the aisles clear.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/13/02
<b>Average Daily Instruction Time:</b>	6 hrs. 35 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

---

#### Report Card Release Dates

10/24/02	1/10/03	3/28/03	5/22/03
----------	---------	---------	---------

---

#### Additional Calendar/Report Card Information

---

### ∨ Resources Available at School Site ∨

---

#### 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.

---

#### Special Facilities

W Multimedia Center	W Music Department
W Physical Education Department	W Title I Program/Basic Skills Program

---

#### Extracurricular Activities

W Intramural Athletics	W CAMP Gifted Club
W Zeros Aren't Permitted	W Activity Clubs

---

#### School/Community Resources

W Clothing/Food Banks	W Counseling Services
W Crisis Intervention	W DES Services
W Health Services	W Recreational Activities
W Behavior Interventions	W Anger Management Classes

## ∨ 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 Received a Site Incentive Plan Reward for the entire staff.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	46.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>77</b>	<b>550</b>	<b>3%</b>	<b>13%</b>	<b>38%</b>	<b>47%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>75</b>	<b>545</b>	<b>3%</b>	<b>8%</b>	<b>76%</b>	<b>13%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>87</b>	<b>516</b>	<b>8%</b>	<b>30%</b>	<b>45%</b>	<b>17%</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>68</b>	<b>506</b>	<b>13%</b>	<b>21%</b>	<b>51%</b>	<b>15%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>66</b>	<b>530</b>	<b>6%</b>	<b>27%</b>	<b>41%</b>	<b>26%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>75</b>	<b>501</b>	<b>9%</b>	<b>43%</b>	<b>12%</b>	<b>36%</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	--	--	--	--	--	--	--	--	--	100	61	60	--	--	--
2	Reading	--	--	--	100	47	50	100	50	52	99	56	53	59	53	57
	Language	--	--	--	100	45	40	100	44	43	100	56	44	62	44	48
	Mathematics	--	--	--	100	54	51	100	60	55	100	71	57	61	64	61
3	Reading	90	42	47	100	48	47	100	44	48	96	41	50	58	55	50
	Language	90	51	49	100	54	51	100	57	54	95	55	56	58	63	57
	Mathematics	83	48	46	100	53	49	100	46	52	97	46	54	61	68	56
4	Reading	97	59	53	100	68	54	100	60	54	94	54	55	58	65	55
	Language	96	59	47	100	61	49	100	58	48	94	54	50	57	61	50
	Mathematics	96	68	51	100	68	54	100	72	55	97	58	57	57	68	58
5	Reading	92	60	51	100	58	51	100	59	51	88	51	51	51	54	53
	Language	89	56	42	100	57	44	100	60	45	87	55	45	52	58	47
	Mathematics	93	69	51	100	59	54	100	71	55	88	58	57	55	68	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>64</b>	<b>67</b>
<b>Grades 3-4</b>	<b>91</b>	<b>87</b>
<b>Grades 4-5</b>	<b>67</b>	<b>85</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

The principal visits all classrooms on a daily basis to help promote a safe and open feeling with the students. His daily presence helps promote students feeling comfortable. As a preventative measure, he also meets with students to hear their concerns. The counselor facilitates anger management groups at different grade levels. She also visits students in the classroom to help them be successful and promote their self-esteem.

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	\$2,248	\$1,728,798
Classroom Supplies	\$34	\$26,316
Administration	\$405	\$311,146
Support Services-Students	\$230	\$176,616
Other Support Services and Operations	\$908	\$698,114
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,824</b>	<b>\$2,940,990</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>	Lyle Dalby	(480) 982-1110	2703
<b>Transportation Policy</b>	Joanne Foutch	(480) 982-1110	2203
<b>Community Resources</b>	Carol Shepherd	(480) 982-1110	2013
<b>School Nutrition Programs</b>	Mona Barton	(480) 982-1110	2314
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Joleen Wheeler	(480) 982-1110	2707

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."