ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Queen Creek Elementary School

Queen Creek Unified District
23636 S. 204th Street, Queen Creek, AZ 85242

Principal: Ms. Linda F. Carr
Schedule: 7:30 AM to 4:30 PM
Web Address: qcusd.org
E-mail: lcarr@qcusd.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 422
Phone: (480) 987-5920
Fax: (480) 987-0612

School Overview

Mission

Queen Creek Elementary strives for excellence in education, which allows students to achieve their individual potential. We recognize that all children learn differently, and we teach to those differences. Our goal is to produce respectful, responsible, productive citizens who are culturally aware and display high self-esteem. We prepare our students for their adult life by encouraging lifelong learning and by integrating technology into the learning process.

Organization and Philosophy

- Traditional
- Self-contained Classrooms
- Site-based Managed by Team Leaders
- Parental Involvement

Instructional Programs

- Title I Reading and Math
- Gifted - ELP
- ELL
- Music Program
- On-site Special Education
- Migrant Program
- Early Intervention Preschool
- All-day Kindergarten

School/Academic Goals

- Increase student achievement in math, reading, and language as measured by the Stanford 9 test and AIMS.
- Incorporate art in the daily program whenever possible by the inclusion into the academics, as well as the expansion of the Art Masterpiece Program.
- Develop responsible school citizens through a variety of self-esteem programs, as well as participation in various school activties.
- Promote fluent readers through direct instruction, as well as the Accelerated Reading Program and reading aloud to kids.

Enrollment

October 1, 2001 School Year Student Enrollment:	372
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	116

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

School Site Council

Council Composition

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

Council Duties

- Parent/Educator Relations
- Curriculum Development
- School Improvement
- School Safety Issues
- Extracurricular Activities

Staffing Information

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

Position	Number	Position	Number
Administrator	1.00	**Teacher**	24.00
Other Professional Staff	4.00	**Teacher Aide**	8.90

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

Shared Responsibilities

School

Queen Creek Elementary School provides parents with an effective school. We offer an environment where schoolwide academic and social behavior goals are clear. Teachers and staff monitor students' progress and implement a variety of teaching strategies. Parents can feel confident that we provide a safe environment for all children. We have high expectations for academic and social behavior of students.

Parents

The parents will provide for their children's clothing, shelter, health, safety and general well-being. They will ensure that their children get to school on time and attend daily. Parents need to prepare their children for learning. We encourage parents to form a partnership with our school to help improve the academic program and increase student self-esteem. Parents need to stay in constant communication with teachers to evaluate student success.

Transportation Policy

Queen Creek Elementary School provides transportation to and from school for all students residing within the district boundaries, as well as some out of district kids. This includes special needs students, athletic teams, extracurricular activities and field trips. The boundaries for this building are as follows: east boundary = Ellsworth Road; west boundary = 188th Street and Sossaman Road; south boundary = Hunt/Empire Highway; north boundary = Chandler Heights Road.

V Calendar Information V

Number of Instruction Days:	176	**First Day of School:**	8/25/02
Average Daily Instruction Time:	6 hrs. 30 min.	**Last Day of School:**	5/30/03

Operates on Year-round Schedule

Report Card Release Dates

9/27/02 12/13/02 2/28/03 5/28/03

Additional Calendar/Report Card Information

Our school provides on-going continuous communication to parents on performance, attendance and behavior.

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

[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 Multipurpose Room
- W Music Room
- W Stage

Extracurricular Activities

- W Student Council
- W Intramurals
- W Chorus
- W Art Masterpiece
- W Dancing - Folklorico
- W Chess Club
- W Math Club

School/Community Resources

- W Breakfast Program
- W Health Services
- W Migrant Program
- W Family Literacy Center
- W Lunch Program
- W Recreational Activities
- W ELL Center

v Indicators of Success v

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- In grades 2-5, our students continued to demonstrate significant improvement on the Stanford 9 test.
- Students substantially exceeded established reading goals in the Accelerated Reader Program.
- Pupils in grades three and five surpassed the state average scores on the reading, writing and math sections of AIMS.

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	13.0 %	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**	19.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	2.2 %	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.

v School Honors v

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Presidential Academic Fitness Awards	2002
3rd grade was a top performing school on Stanford 9	2002
Top Performance by 5th Graders in Math Fax Competition	2001
3rd grade was top performing school on AIMS	2002

V Academic Achievement Indicators V

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

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**61**	**544**	**0%**	**11%**	**48%**	**41%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**62**	**556**	**2%**	**6%**	**79%**	**13%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**64**	**548**	**3%**	**5%**	**48%**	**44%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**52**	**512**	**17%**	**12%**	**48%**	**23%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**59**	**519**	**15%**	**25%**	**41%**	**19%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**60**	**515**	**3%**	**30%**	**15%**	**52%**
	State	61760	494	14%	40%	12%	34%

[1]Results reflect student performance on the English form of AIMS.
[2]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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	63	61	60	--	--	--
2	Reading	--	--	--	65	53	50	100	64	52	85	64	53	85	62	57
	Language	--	--	--	67	46	40	100	57	43	83	44	44	83	49	48
	Mathematics	--	--	--	67	66	51	100	82	55	85	76	57	89	71	61
3	Reading	100	36	47	81	49	47	100	62	48	75	65	50	100	74	50
	Language	100	29	49	81	57	51	100	62	54	75	70	56	100	73	57
	Mathematics	100	38	46	81	59	49	100	63	52	75	77	54	100	81	56
4	Reading	94	46	53	90	57	54	92	59	54	66	62	55	96	64	55
	Language	94	41	47	92	47	49	92	54	48	71	53	50	93	59	50
	Mathematics	100	42	51	92	60	54	92	63	55	71	68	57	96	68	58
5	Reading	100	51	51	87	65	51	79	60	51	75	52	51	84	62	53
	Language	100	43	42	87	49	44	85	58	45	75	47	45	84	57	47
	Mathematics	100	47	51	87	67	54	85	68	55	75	58	57	87	73	59

V Measure of Academic Progress V

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[9] 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	**82**	**65**
Grades 3-4	**73**	**73**
Grades 4-5	**56**	**84**
Grades 5-6	*******	*******

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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

All fifth graders receive instruction in the DARE program for half of the school year, culminating with a student musical about drugs, peer pressure and self-esteem. Grades 2, 3 and 4 pupils receive four weeks of instruction from the TOTAL program. We provide afterschool activities including the arts, sports and tutoring. Positive self-esteem and behavior recognition programs are ongoing. Peer Mediation has been implemented with the 5th graders trained as mediators by our part-time counselor.

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	$2,561	$913,195
Classroom Supplies	$38	$13,424
Administration	$561	$200,087
Support Services-Students	$146	$52,219
Other Support Services and Operations	$810	$288,674
Total Expenditures- All Categories 2000-2001	$4,116	$1,467,599

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	Linda F. Carr	(480) 987-5920	5922
Transportation Policy	Edd Hennerley	(480) 987-5982	
Community Resources	Maria Silva	(480) 987-5991	
School Nutrition Programs	Velma K. Penrod	(480) 987-5983	
Parent Organization	Linda Okinowski	(480) 888-0489	
Student Health/Nurse	Sharee Hamlin	(480) 987-5925	

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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