

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Queen Creek Middle School

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

Queen Creek Unified District  
20435 S. Ellsworth, Queen Creek, AZ 85242-9314

**Principal:** Mr. Tom Lindsey  
**Schedule:** 7:00 AM to 3:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [tlindsey@qcusd.org](mailto:tlindsey@qcusd.org)

**Grades:** 6-8  
**2002 Enrollment:** 462  
**Phone:** (480) 987-5940  
**Fax:** (480) 987-5947

## ∨ School Overview ∨

### Mission

It is the mission of Queen Creek Middle School, in full partnership with the community, to strive for excellence in learning for all students; to develop in students, lifelong learning skills by offering an innovative curriculum taught by a professional, caring staff; and to create self-reliant, positive contributors to our society.

### Organization and Philosophy

- w Departmentalized Classrooms
- w Multiage Classrooms
- w Team Teaching/Collaborative
- w Self-contained Classrooms

### School/Academic Goals

- w Students will show improvement in the total reading, math and language scores on the Stanford 9.
- w Students will demonstrate growth in their knowledge and application of technology skills.

### Instructional Programs

- w Advanced Placement
- w Music /Band/Orchestra
- w ELL
- w Honors Program
- w Technology Labs
- w On-site Special Education
- w Accelerated Reader/Accelerated Math
- w Itinerant Special Education

- w Students will show improvement on the 8th grade AIMS test in reading, writing and math.
- w Students will improve behavior management skills which will decrease the number of discipline referrals sent to the office.

### Enrollment

October 1, 2001 School Year Student Enrollment:	384
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	52

<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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

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

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.30
Other Professional Staff	1.50	Teacher Aide	6.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

The school is responsible for communication of student performance, attendance and behavioral concerns, as well as student recognition for additional achievements. To ensure a safe effective environment, communication is made on a daily basis with students and parents.

**Parents**

Parents are responsible for their child's attendance and for getting the students to school on time. Parents need to support the school Discipline Policy. They need to provide a place to study, establish a time to do homework and review their child's work. It's important that parents encourage their child's efforts and stay aware of what they are learning. Parents need to read to/with their child and let their children see them read.

∨ **Transportation Policy** ∨

Queen Creek Middle School provides transportation to and from school for students residing within district boundaries. Queen Creek also offers transportation for special needs students, athletic teams and field trips.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	8/5/02
<b>Average Daily Instruction Time:</b>	6 hrs. 20 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Year-round Schedule**

---

#### Report Card Release Dates

10/4/02	12/20/02	3/7/03	5/30/03
---------	----------	--------	---------

---

#### Additional Calendar/Report Card Information

Other progress/report dates are: September 6, 2002; November 27, 2002; February 7, 2003 and April 4, 2003.

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<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 Technology Labs	W Media Center
W Science Lab	W Gym Facilities

---

#### Extracurricular Activities

W National Junior Honor Society	W Peer Tutoring
W Peer Mediation	W Student Council
W MECHA	W Interscholastic Sports
W Yearbook	W Chorus & Guitar

---

#### School/Community Resources

W GED Classes	W Adult Education/ESL Education
W Health Services	W Afterschool Program
W Recreational Activ./Afterschool Clubs	W Breakfast/Lunch Programs
W Day Care	W Counseling Services

## ∨ 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 Students have shown improvement in their writing skills. We had fifty - one students have their writings published.</p> | <p>W Students have shown improvement in technology skills. They have done this by using computers in research, in PowerPoint presentations and in their keyboarding.</p>  |
| <p>W Students increased the amount of the reading they did through the Accelerated Reader Program.</p>                       | <p>W Management skills and respect for each other have improved. Character classes, day planners, awards assemblies and incentive programs that reward good behavior and afterschool tutoring have proven to be successful.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.3 %	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
3 students selected to attend Space Camp in Alabama	2000
APS Essay Contest Winner	2002
Tobacco Free School of the Year	2001
Southwest Poetry Contest (51 Students Published)	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 <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	119	503	19%	30%	42%	8%
	State	57484	504	24%	20%	40%	16%
Writing	School	118	490	8%	53%	37%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	128	466	31%	53%	11%	5%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
6	Reading	100	49	53	100	49	54	92	46	53	87	56	54	83	51	56
	Language	100	35	41	100	43	44	90	35	44	89	49	45	82	47	47
	Mathematics	100	55	57	100	57	59	92	58	60	89	69	63	84	61	65
7	Reading	100	47	52	100	50	53	98	54	52	91	59	53	97	57	55
	Language	100	44	52	100	52	54	94	59	54	88	65	55	97	62	58
	Mathematics	100	50	53	100	52	55	98	69	56	91	66	58	98	58	60
8	Reading	100	54	54	100	51	54	90	59	53	93	58	55	91	57	56
	Language	100	44	46	100	50	49	93	56	49	86	57	50	89	57	52
	Mathematics	100	46	52	100	47	54	95	60	56	88	64	58	96	63	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 5-6</b>	<b>82</b>	<b>82</b>
<b>Grades 6-7</b>	<b>70</b>	<b>53</b>
<b>Grades 7-8</b>	<b>66</b>	<b>75</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**

Queen Creek Unified School District rules are strictly enforced to promote a safe and orderly climate for learning. An Emergency Plan has been put in place and the staff has been trained in the Emergency Plan. We have implemented character education classes and emphasize cultural awareness and acceptance.

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).

1

**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	\$2,630	\$875,123
Classroom Supplies	\$41	\$13,756
Administration	\$620	\$206,307
Support Services-Students	\$287	\$95,478
Other Support Services and Operations	\$850	\$282,665
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,428</b>	<b>\$1,473,329</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>	Tom Lindsey	(480) 987-5940	
<b>Transportation Policy</b>	Edd Hennerly	(480) 987-5982	
<b>Community Resources</b>	Maria Silva	(480) 987-5991	
<b>School Nutrition Programs</b>	Velma Kay Penrod	(480) 987-5983	
<b>Parent Organization</b>	Shelle Landrum	(480) 987-5940	
<b>Student Health/Nurse</b>	Marla Santillana	(480) 987-5966	

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."