



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

20435 S. Ellsworth Rd., Queen Creek, Arizona, AZ 85242

Queen Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Tom Lindsey
Schedule : 7:15 AM to 3:45 PM
Grades : 6-8
2004 Enrollment : 627
Web Address : www.qcusd.org/QCMS
Phone Number : (480) 987-5940
Fax Number : (480) 987-5947
E-mail : tlindsey@qcusd.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The percentage of students who Meet and Exceed the standards in the area of math will increase in grades 6, 7, and 8.
- ü Students will demonstrate growth in their knowledge and application of technology skills.
- ü The percentage of students who Meet and Exceed the standards in the area of reading will increase in grades 6, 7, and 8.
- ü The percentage of students who Meet and Exceed the standards in the area of writing will increase in grades 6, 7, and 8.

Enrollment

October 1, 2003 School Year Student Enrollment : 577
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 91

Instructional Programs

- SPED Programs
- Title I Remedial Classes
- ELL Classes
- Honors/Accelerated Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	7/28/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The school is responsible for communication of student performance, attendance and behavioral concerns, as well as student recognition for achievements. We are responsible for ensuring a safe and effective learning environment for our students.

Parents

Parents are responsible for their child's attendance and for getting them to school on time. Parents need to support the school Discipline Policy. It's important that parents encourage their child's efforts and stay aware of what they are learning.

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.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• 1 Student & 1 Teacher Selected to go to Washington, D.C.	2004
• 2 VFW Patriotic Essay Contest Winners	2004
• 68 7th graders published in the Anthology poetry book	2004
• NJHS National Conference in Orlando Florida	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	197	197	75001	100	100	99	464	464	468	39	39	37	38	38	36	14	14	16	10	10	10
All Students (Prior Year)	165	167	71167	99	100	99	475	475	463	29	29	38	42	42	41	18	18	14	10	10	7
Female	83	83	36846	100	100	99	469	469	468	31	31	36	47	47	38	12	12	16	11	11	10
Male	113	113	37974	100	100	99	461	461	467	45	45	39	31	31	34	15	15	16	9	9	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	57	57	26675	100	100	98	453	453	448	52	52	52	34	34	34	7	7	10	7	7	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	134	134	37785	100	100	99	468	468	482	34	34	25	38	38	39	17	17	21	10	10	15
Students with Disabilities	28	28	8802	100	100	100	429	429	418	67	67	79	27	27	16	7	7	3	0	0	1
Students without Disabilities	169	169	66199	100	100	99	468	468	472	36	36	34	39	39	38	14	14	17	11	11	11
Limited English Proficient Students	12	12	11710	100	100	100	370	370	429	100	100	70	0	0	25	0	0	4	0	0	1
Migrant Students	21	21	709				456	456	442	54	54	57	31	31	34	8	8	7	8	8	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	193	193	45170				463	463	479	39	39	28	38	38	38	14	14	20	9	9	14

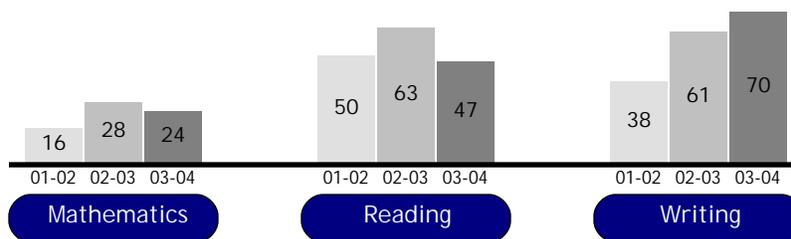
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	198	74918	100	100	99	497	497	497	26	26	32	27	27	19	35	35	35	12	12	15
All Students (Prior Year)	165	167	71100	99	100	99	510	510	502	17	17	25	19	19	21	44	44	40	19	19	15
Female	83	83	36805	100	100	99	502	502	501	19	19	28	29	29	19	39	39	37	13	13	16
Male	114	114	37936	100	100	99	494	494	493	32	32	35	26	26	18	32	32	33	11	11	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	58	58	26645	100	100	98	484	484	478	42	42	46	23	23	20	28	28	27	7	7	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	134	134	37773	100	100	99	503	503	511	21	21	20	27	27	18	38	38	41	14	14	21
Students with Disabilities	28	28	8801	100	100	100	483	483	448	38	38	75	38	38	13	13	13	10	13	13	2
Students without Disabilities	170	170	66117	100	100	99	498	498	501	25	25	28	27	27	19	36	36	37	12	12	16
Limited English Proficient Students	12	12	11706	100	100	100	NA	NA	454	NA	NA	71	NA	NA	16	NA	NA	12	NA	NA	1
Migrant Students	21	21	706				497	497	467	25	25	55	33	33	22	25	25	20	17	17	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	194	194	45115				497	497	508	26	26	23	28	28	18	35	35	39	11	11	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	196	196	74503	100	100	99	525	525	491	4	4	9	26	26	32	58	58	51	12	12	8
All Students (Prior Year)	165	166	69001	99	100	96	507	507	490	6	6	17	33	33	37	59	59	45	2	2	1
Female	82	82	36686	100	100	99	551	551	506	3	3	5	15	15	29	64	64	57	19	19	9
Male	113	113	37644	100	100	98	506	506	476	4	4	13	35	35	36	54	54	45	7	7	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	58	58	26500	100	100	97	499	499	467	7	7	13	30	30	39	57	57	44	7	7	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	132	132	37606	100	100	99	536	536	508	3	3	6	24	24	28	58	58	56	15	15	10
Students with Disabilities	28	28	8662	100	100	100	489	489	409	10	10	37	30	30	42	50	50	20	10	10	1
Students without Disabilities	168	168	65841	100	100	98	528	528	499	3	3	7	26	26	32	58	58	53	13	13	8
Limited English Proficient Students	12	12	11608	100	100	100	NA	NA	430	NA	NA	23	NA	NA	47	NA	NA	28	NA	NA	1
Migrant Students	21	21	701				497	497	449	17	17	17	17	17	43	58	58	38	8	8	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	192	192	44898				524	524	507	4	4	7	27	27	28	58	58	55	12	12	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	42	42	49	99	62	62	53	100	64	NA	56
	Language	99	37	37	42	99	53	53	45	100	61	61	48
	Mathematics	99	54	54	58	99	70	70	62	100	76	76	66
7	Reading	99	49	49	48	99	55	55	51	100	65	NA	54
	Language	100	52	52	51	100	66	66	54	100	74	74	58
	Mathematics	99	52	52	54	99	66	66	58	100	71	71	62
8	Reading	99	50	50	49	98	58	58	53	100	58	NA	55
	Language	98	50	50	46	99	58	58	49	100	58	58	52
	Mathematics	100	61	61	54	98	66	66	58	100	61	61	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	Ü Curriculum Development
1 Non-certified Employee(s)	Ü Parent/Educator Relations
3 Teacher(s)	Ü School Safety Issues
3 Parent(s)	Ü Extracurricular Activities
1 Community Member(s)	Ü School Improvement
0 Student(s)	Ü Student Discipline

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	155
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Technology / Science Labs
- Ü Media Center
- Ü Sports Fields
- Ü Gym

Extracurricular Activities

- Ü National Junior Honor Society
- Ü East Valley Athletic Conference
- Ü MECHA
- Ü Student Council

Social Services

- Ü GED Classes
- Ü Adult Education/ESL Education
- Ü Health Services
- Ü After School Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Student percentile ranking test scores on the SAT 9 test were above the State average in grades 6,7 and 8 in the areas of reading, math and language.
- ü Students have shown improvement in technology skills. They have done this by using computers in research, in PowerPoint presentations and in their keyboarding.
- ü Student test scores on the writing section of the 8th grade AIMS test were above the State average.
- ü We had an increase in the number of students who were published and recognized for their writing in local contests.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	79	81
Grades 6-7	72	72
Grades 7-8	64	60

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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. We have implemented character education classes and emphasize cultural awareness and acceptance. We have a school emergency plan.

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) :

2

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.

Contacts

	Name	Phone Number
School Site Council	Tom Lindsey	(480) 987-5940
Transportation Policy	Edd Hennerly	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5983
Parent Organization	Shelle Landrum	(480) 987-5940
Student Health/Nurse	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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.