



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

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

School Overview

Principal/Administrator : Mrs. Denise Johnson
Schedule : 07:00 AM to 04:30 PM
Grades : 6-8
Web Address : www.qcusd.org/QCMS
Phone Number : (480) 987-5940
Fax Number : (480) 987-5947
E-mail : djohnson@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)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- The percentage of students who Meet and Exceed the standards in the area of math will increase in grades 6, 7, and 8.
Students will demonstrate growth in their knowledge and application of technology skills.
The percentage of students who Meet and Exceed the standards in the area of reading will increase in grades 6, 7, and 8.
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, 2005 School Year Student Enrollment : 857
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 135

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

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. Queen Creek Middle School is in partnership with the Court Unified Turancy Suppression Program called C.U.T.S. to reduce truancy. 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 Middle School also offers transportation for special needs students, athletic teams, field trips and after school extracurricular activities.

School Honors

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

Award/Honor	Year
ü NJHS National Quiz Bowl Winner	2005
ü 2 VFW Patriotic Essay Contest Winners	2004
ü 68 7th graders published in the Anthology poetry book	2004
ü NJHS National Conference in Washington DC	2005

6th 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	262	262	79327	100	100	98	523	523	518	15	15	19	16	16	20	55	55	46	14	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	133	38961	100	100	98	525	525	520	10	10	16	23	23	20	51	51	48	17	17	16
Male	129	129	40295	100	100	97	522	522	516	19	19	21	10	10	19	59	59	44	12	12	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	66	66	32327	100	100	98	506	506	499	18	18	27	26	26	25	47	47	41	9	9	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	178	178	36373	100	100	98	530	530	538	13	13	10	13	13	14	57	57	52	17	17	25
Students with Disabilities	21	21	9321	100	100	87	463	463	467	67	67	54	10	10	22	24	24	21	NA	NA	3
Students without Disabilities	241	241	70006	100	100	100	528	528	524	10	10	14	17	17	19	58	58	49	15	15	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	69	69	37097	99	99	97	512	512	498	16	16	27	20	20	25	54	54	41	10	10	7
Non-Economically Disadvantaged	193	193	42230	100	100	99	528	528	535	14	14	11	15	15	15	55	55	50	16	16	24

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	262	262	79501	100	100	98	508	508	497	6	6	10	18	18	25	71	71	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	133	39062	100	100	99	513	513	502	5	5	8	16	16	23	73	73	64	6	6	5
Male	129	129	40368	100	100	98	503	503	491	8	8	13	20	20	27	68	68	57	4	4	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	66	66	32389	100	100	98	488	488	478	15	15	16	27	27	34	55	55	48	3	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	178	178	36446	100	100	99	516	516	516	3	3	4	15	15	15	75	75	73	6	6	7
Students with Disabilities	21	21	9411	100	100	88	459	459	453	29	29	36	38	38	36	33	33	26	NA	NA	1
Students without Disabilities	241	241	70090	100	100	100	512	512	502	5	5	7	16	16	24	74	74	65	5	5	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	69	69	37183	99	99	97	490	490	479	14	14	16	23	23	34	62	62	49	NA	NA	1
Non-Economically Disadvantaged	193	193	42318	100	100	99	515	515	513	4	4	5	16	16	17	74	74	70	7	7	7

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	262	262	80000	100	100	99	589	589	564	0	0	3	6	6	11	72	72	75	21	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	133	39288	100	100	99	602	602	579	NA	NA	2	5	5	6	65	65	77	30	30	16
Male	129	129	40644	100	100	98	576	576	549	1	1	4	8	8	15	79	79	74	12	12	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	66	66	32672	100	100	99	569	569	548	2	2	4	11	11	14	77	77	76	11	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	178	178	36602	100	100	99	597	597	579	NA	NA	2	4	4	7	69	69	75	27	27	16
Students with Disabilities	21	21	9919	100	100	93	519	519	505	NA	NA	9	38	38	35	57	57	54	5	5	2
Students without Disabilities	241	241	70081	100	100	100	595	595	571	0	0	2	3	3	7	73	73	79	23	23	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	69	69	37534	99	99	98	570	570	547	1	1	4	7	7	15	83	83	76	9	9	5
Non-Economically Disadvantaged	193	193	42466	100	100	100	596	596	578	NA	NA	2	6	6	7	68	68	75	26	26	16

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

7th 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	304	304	78546	100	100	97	550	550	543	12	12	15	18	18	18	52	52	52	18	18	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	136	38645	100	100	98	548	548	545	13	13	13	16	16	18	55	55	54	16	16	15
Male	168	168	39792	99	99	97	551	551	542	11	11	17	19	19	17	50	50	50	20	20	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	75	75	31177	100	100	97	527	527	524	21	21	22	25	25	23	44	44	48	9	9	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	218	218	36450	100	100	97	559	559	563	7	7	7	15	15	12	56	56	57	22	22	23
Students with Disabilities	32	32	8093	100	100	82	496	496	489	44	44	50	25	25	24	31	31	23	NA	NA	2
Students without Disabilities	272	272	70453	100	100	100	556	556	549	8	8	11	17	17	17	55	55	56	21	21	16
Limited English Proficient Students	12	12	9323	100	100	94	485	485	491	50	50	47	42	42	28	8	8	24	NA	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	76	76	34694	100	100	96	532	532	524	18	18	23	24	24	23	47	47	48	11	11	7
Non-Economically Disadvantaged	228	228	43852	100	100	99	556	556	559	9	9	10	16	16	13	54	54	56	21	21	22

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	302	302	79045	99	99	98	524	524	512	5	5	10	21	21	25	65	65	58	9	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	136	38860	100	100	98	524	524	519	7	7	7	17	17	22	69	69	62	7	7	8
Male	166	166	40075	98	98	97	523	523	505	4	4	12	23	23	28	62	62	54	10	10	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	75	75	31314	100	100	98	502	502	493	9	9	16	32	32	34	57	57	48	1	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	217	217	36730	100	100	98	532	532	532	4	4	4	16	16	16	69	69	68	12	12	12
Students with Disabilities	30	30	8552	94	94	87	476	476	463	23	23	35	43	43	40	33	33	23	NA	NA	1
Students without Disabilities	272	272	70493	100	100	100	529	529	517	3	3	7	18	18	24	69	69	62	10	10	8
Limited English Proficient Students	12	12	9355	100	100	95	456	456	456	42	42	37	42	42	48	17	17	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	75	75	34922	99	99	96	501	501	493	11	11	15	29	29	34	59	59	48	1	1	3
Non-Economically Disadvantaged	227	227	44123	100	100	99	531	531	527	4	4	6	18	18	18	67	67	66	11	11	11

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	304	304	79657	100	100	99	585	585	566	0	0	3	4	4	8	94	94	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	137	39120	100	100	99	596	596	580	1	1	2	1	1	4	95	95	92	4	4	2
Male	167	167	40423	99	99	98	577	577	553	NA	NA	5	6	6	12	93	93	83	1	1	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	75	75	31642	100	100	99	574	574	552	1	1	5	7	7	11	92	92	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	218	218	36929	100	100	99	590	590	579	NA	NA	2	3	3	5	94	94	91	3	3	2
Students with Disabilities	31	31	9069	97	97	92	555	555	508	NA	NA	11	19	19	30	77	77	58	3	3	1
Students without Disabilities	273	273	70588	100	100	100	589	589	573	0	0	2	2	2	5	96	96	91	2	2	1
Limited English Proficient Students	12	12	9521	100	100	96	540	540	507	8	8	13	8	8	24	83	83	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	76	76	35341	100	100	97	577	577	551	NA	NA	5	5	5	12	95	95	83	NA	NA	0
Non-Economically Disadvantaged	228	228	44316	100	100	100	588	588	578	0	0	2	3	3	5	94	94	90	3	3	2

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

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	303	303	78400	100	100	97	561	561	554	17	17	21	19	19	19	51	51	47	13	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	139	38686	99	99	98	556	556	554	17	17	20	24	24	20	47	47	49	13	13	12
Male	164	164	39636	100	100	96	564	564	554	16	16	23	16	16	18	55	55	46	12	12	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	66	66	30732	99	99	97	539	539	534	26	26	31	32	32	24	38	38	40	5	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	226	226	37038	100	100	97	567	567	575	13	13	11	16	16	14	56	56	56	15	15	19
Students with Disabilities	34	34	7840	100	100	81	506	506	498	59	59	60	24	24	18	15	15	20	3	3	2
Students without Disabilities	269	269	70560	100	100	99	567	567	560	11	11	17	19	19	19	56	56	50	14	14	14
Limited English Proficient Students	14	14	8956	100	100	95	500	500	502	57	57	56	29	29	25	14	14	18	NA	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	79	79	33014	99	99	95	534	534	534	29	29	31	30	30	24	37	37	40	4	4	5
Non-Economically Disadvantaged	224	224	45386	100	100	99	570	570	569	12	12	15	16	16	15	57	57	52	16	16	18

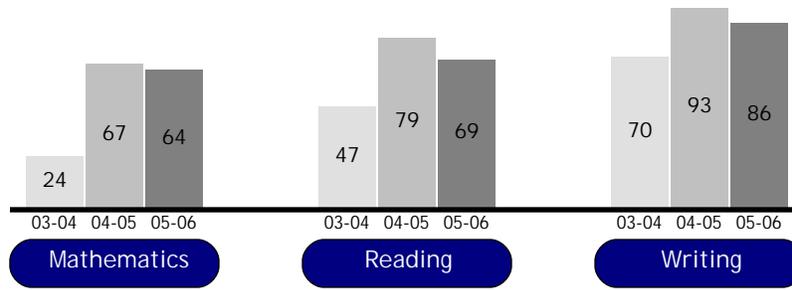
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	303	303	79179	100	100	98	527	527	519	6	6	11	25	25	27	65	65	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	139	38974	99	99	99	529	529	524	4	4	8	24	24	25	68	68	61	4	4	5
Male	164	164	40124	100	100	97	525	525	513	7	7	13	27	27	28	62	62	54	4	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	66	66	30987	99	99	98	501	501	498	9	9	17	47	47	36	44	44	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	226	226	37467	100	100	98	534	534	539	5	5	5	18	18	17	73	73	70	4	4	8
Students with Disabilities	34	34	8567	100	100	88	480	480	467	21	21	39	53	53	38	24	24	22	3	3	1
Students without Disabilities	269	269	70612	100	100	99	532	532	524	4	4	7	22	22	25	70	70	62	4	4	5
Limited English Proficient Students	14	14	9013	100	100	95	466	466	461	29	29	40	57	57	48	14	14	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	79	79	33345	99	99	96	501	501	499	11	11	17	47	47	36	39	39	46	3	3	1
Non-Economically Disadvantaged	224	224	45834	100	100	99	536	536	533	4	4	7	18	18	19	74	74	67	4	4	7

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	303	303	79734	100	100	99	575	575	554	1	1	3	13	13	19	85	85	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	139	39243	99	99	99	586	586	568	1	1	2	6	6	12	91	91	85	1	1	1
Male	164	164	40413	100	100	98	565	565	541	1	1	4	18	18	26	81	81	70	1	1	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	66	66	31254	99	99	99	553	553	539	5	5	5	23	23	25	73	73	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	226	226	37668	100	100	99	581	581	569	NA	NA	1	10	10	13	88	88	85	1	1	1
Students with Disabilities	34	34	8943	100	100	92	533	533	495	NA	NA	11	41	41	51	59	59	38	NA	NA	1
Students without Disabilities	269	269	70791	100	100	100	580	580	561	1	1	2	9	9	15	89	89	83	1	1	0
Limited English Proficient Students	14	14	9138	100	100	97	474	474	492	21	21	13	50	50	46	29	29	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	79	79	33718	99	99	97	556	556	538	4	4	5	20	20	26	75	75	69	1	1	0
Non-Economically Disadvantaged	224	224	46016	100	100	100	581	581	567	NA	NA	2	10	10	14	89	89	84	1	1	1

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 2005-06

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	64	NA	56	100	61	61	51	100	63	63	56
	Language	100	61	61	48	100	59	59	47	100	59	59	50
	Mathematics	100	76	76	66	99	61	61	52	100	63	63	58
7	Reading	100	65	NA	54	99	59	59	50	100	61	61	54
	Language	100	74	74	58	99	63	63	52	100	61	61	58
	Mathematics	100	71	71	62	99	60	60	50	100	58	58	54
8	Reading	100	58	NA	55	99	64	64	51	100	63	63	58
	Language	100	58	58	52	99	60	60	50	100	61	61	56
	Mathematics	100	61	61	61	99	61	61	53	100	61	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	54.00
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	6	12	0	0
7 to 9 years	1	5	0	0
10 or more years	1	18	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	333
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 Conf./Intramurals
- Ü Mathletics
- Ü Student Council
- Ü Robotics/Lego
- Ü Tutoring
- Ü Drama/Chorus
- Ü Guitar Club

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 2005-06

School Achievements/Accomplishments 2005-06

- ü Student percentile ranking test scores on the Terra Nova 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/DPA 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 bullying prevention classes provided through Social Studies, 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

31

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Denise Johnson	(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	Mary Jo Williams	(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."

ACHIEVEMENT PROFILES

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.