

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

22149 E. Ocotillo Road, Queen Creek, AZ 85242

Queen Creek Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator : Dr. Angela Chomokos
 Schedule : 07:00 AM to 04:30 PM
 Grades : 9-12
 2005 Enrollment : 1301
 Web Address : www.qcUSD.org/qchs/
 Phone Number : (480) 987-5973
 Fax Number : (480) 882-1276
 E-mail : achomokos@qcUSD.org

Mission

To be the best through high standards achieved in a caring environment.

School / Academic Goals

- ü All students will demonstrate improved ability in read, understand and analyze text in all curricular areas.
- ü All student will improve their written expression across the curriculum.
- ü All students will demonstrate an improved ability to analyze, interpret and solve real-world problems across the curriculum involving real numbers.
- ü All students will increase their ability to choose responsible actions within the school environment.

Enrollment

October 1, 2004 School Year Student Enrollment : 914
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 103

Instructional Programs

- ü Comprehensive Core Curriculum
- ü Honors Classes/College Classes
- ü Career and Technical Education
- ü Visual and Performing Arts
- ü Freshman Academy
- ü Radio and T.V. broadcasting
- ü QCH eAcademy
- ü Academic Decathlon

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school is responsible for providing academic excellence in a caring environment, high expectations, quality communications with parents and learning in a safe environment.

Parents

Parents shall ensure that students arrive at school on time, in appropriate attire, with completed homework ready to learn. Absences must be reported on a daily basis. Parents are expected to communicate with the school regarding their student. Parents are expected to assist the school with the enforcement of the school policies and procedures.

Transportation Policy

Transportation is provided to students within the Queen Creek School District. The transportation of students is a privilege provided for the students. Students with current drivers license are allowed to drive to campus, providing they purchase a parking decal.

School Honors

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

Award/Honor	Year
ü State Champions - Girl's Track	2005
ü State Champions - Girl's Cross Country 3A	2005
ü Robotics Team - 2nd Place in the Nation	2005
ü Music & Drama Program recieved a variety of awards	2005

10th 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	297	297	69846	99	100	100	701	701	699	20	20	21	12	12	11	55	55	49	14	14	18
All Students (Prior Year)	208	208	65934	100	100	100	494	494	492	40	40	43	19	19	18	27	27	24	14	14	15
Female	140	140	34328	99	100	99	706	706	702	14	14	19	12	12	12	58	58	51	17	17	18
Male	157	157	35509	99	99	100	697	697	696	26	26	23	12	12	11	52	52	48	10	10	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	87	87	23363	99	100	100	693	693	680	27	27	32	14	14	16	48	48	45	11	11	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	200	200	36421	99	100	99	705	705	714	17	17	12	11	11	8	57	57	54	15	15	26
Students with Disabilities	37	37	7690	100	100	100	653	653	593	73	73	64	12	12	14	15	15	21	0	0	2
Students without Disabilities	260	260	62220	99	100	99	709	709	712	12	12	16	12	12	11	61	61	53	15	15	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	17	17	117	NA	NA	NA	685	685	677	47	47	44	6	6	18	41	41	35	6	6	3
Economically Disadvantaged	68	68	21421	94	94	92	688	688	686	33	33	35	16	16	15	44	44	43	8	8	7
Non-Economically Disadvantaged	229	229	48489	100	100	100	706	706	704	15	15	15	11	11	10	58	58	52	15	15	23

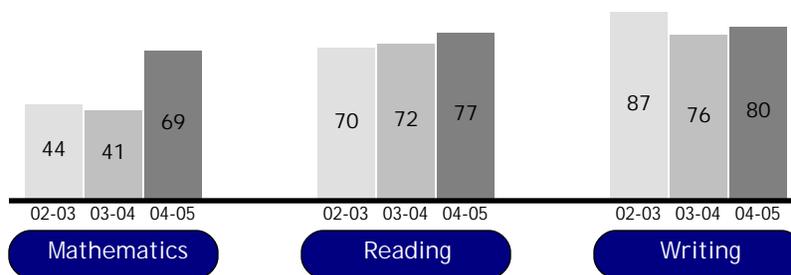
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	293	293	71311	99	100	100	704	704	694	5	5	7	19	19	21	69	69	63	8	8	9
All Students (Prior Year)	217	217	68162	100	100	100	517	517	509	9	9	18	19	19	24	63	63	51	9	9	8
Female	137	137	34899	99	100	100	714	714	700	2	2	5	14	14	19	73	73	66	10	10	10
Male	155	155	36430	99	99	100	694	694	688	8	8	9	23	23	22	64	64	61	5	5	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	93	93	24056	100	100	100	686	686	672	9	9	13	32	32	31	55	55	53	4	4	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	192	192	36841	98	98	99	711	711	713	3	3	3	14	14	12	73	73	72	10	10	13
Students with Disabilities	38	38	8021	100	100	100	651	651	590	31	31	27	43	43	42	26	26	29	0	0	1
Students without Disabilities	255	255	63379	99	100	100	712	712	707	1	1	5	15	15	18	75	75	68	9	9	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	14	14	548	NA	NA	NA	668	668	659	14	14	26	43	43	36	43	43	38	0	0	0
Economically Disadvantaged	55	55	22243	72	72	93	678	678	677	14	14	14	31	31	32	49	49	51	6	6	3
Non-Economically Disadvantaged	238	238	49157	100	100	100	710	710	702	3	3	4	15	15	16	73	73	69	8	8	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	292	292	70868	99	99	100	702	702	688	2	2	5	18	18	23	73	73	63	7	7	9
All Students (Prior Year)	217	217	67629	100	100	100	571	571	524	10	10	22	15	15	16	69	69	59	7	7	3
Female	137	137	34710	99	100	99	716	716	697	2	2	3	9	9	19	78	78	66	12	12	12
Male	154	154	36176	98	98	100	688	688	678	3	3	7	27	27	27	68	68	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	93	93	23868	100	100	100	687	687	670	5	5	9	33	33	33	59	59	55	3	3	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	191	191	36710	97	98	99	708	708	702	1	1	2	12	12	15	78	78	69	9	9	13
Students with Disabilities	38	38	7900	100	100	100	646	646	580	14	14	22	51	51	49	34	34	28	0	0	1
Students without Disabilities	254	254	63054	98	99	99	711	711	701	0	0	3	13	13	20	79	79	67	8	8	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	14	14	540	NA	NA	NA	673	673	658	7	7	16	50	50	42	43	43	41	0	0	1
Economically Disadvantaged	54	54	21994	71	71	92	691	691	673	4	4	10	26	26	36	68	68	52	2	2	3
Non-Economically Disadvantaged	238	238	48960	100	100	100	704	704	694	2	2	3	16	16	18	74	74	67	8	8	12

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)

10th 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.

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	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 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	42	42	41	100	44	NA	42	95	48	48	51
	Language	98	44	44	42	100	42	42	42	95	49	49	50
	Mathematics	98	64	64	60	100	59	59	63	95	46	46	50

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)
- 2 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Textbook Adoption
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	71.00
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	6	1	0
4 to 6 years	12	6	0	0
7 to 9 years	5	4	0	0
10 or more years	6	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	214
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Multimedia, , Media, Digital Imag Labs
- Ü Computer College and Career Center
- Ü Field House
- Ü Performing Arts Center

Extracurricular Activities

- Ü Robotics
- Ü Comprehensive Performing Arts Program
- Ü National Honor Society
- Ü Comprehensive Athletic Program
- Ü Vocational Education Organizations
- Ü Academic Decathlon
- Ü Numerous Clubs
- Ü Student Government

Social Services

- Ü School Resource Officer
- Ü Adult Education
- Ü Community Advisory Panel
- Ü Nurse
- Ü Migrant Counselor

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A new 53-acre high school facility includes integrated technology systems, a performing arts center, and career and technological education labs. This year our second phase of construction was completed, to raise our capacity to 1500 students.

- ü Writing, reading and math across-the-curriculum strategies have continued to increase test scores. The school improvement team will be hosting a North Central Accreditation exiting visit this year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	85	NA	NA	79

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

We have a full-time School Resource Officer, and 2 full - time security guards. Emergency Plans are in place in case of evacuation. We require visitors to report to the Main Office upon arrival. We maintain a closed campus. All students and faculty must register their vehicles. Administration, security, the SRO and the staff are visible and monitor the campus on a regular basis.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

23

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	Angela Chomokos	(480) 987-5971
Transportation Policy	Edd Hennerly	(480) 987-5982
Community Resources	Maria Silvia	(480) 987-5991
School Nutrition Programs	Sue Maruffo	(480) 987-5983
Parent Organization	Sorrelle Norman	(480) 987-5971
Student Health/Nurse	Tana Despain	(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.

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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.