

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1600 Kofa Avenue, Parker, AZ 85344

Parker Unified School 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

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Dr. LeRoy James Shontz
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.parkerusd.org
 Phone Number : (928) 669-2202
 Fax Number : (928) 669-2315
 E-mail : Ishontz@parkerusd.org

Mission

PHS assumes the responsibility of providing an environment conducive to the intellectual, emotional and physical growth of its students. We guide students toward becoming responsible members of society and discovering their own individual identities.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
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

- ü To improve student performance in math as measured by the AIMS Mathematics assessment. The goal is to have at least 63% of 10th Grade students Meet or Exceed, 16% of students Approach, and 21% of students Fall Far Below the standard.
- ü To improve student performance in reading as measured by the AIMS Reading assessment. The goal is to have at least 68% of 10th Grade students Meet or Exceed, 26% of students Approach, and 6% of students Fall Far Below the standard.
- ü To improve student performance in writing as measured by AIMS Writing assessment. The goal is to have at least 60% of 10th Grade students Meet or Exceed, 37% of students Approach, and 3% of students Fall Far Below the standard.
- ü To increase the graduation rate to at least 84% of students graduating while lowering the dropout rate to 6% or less.

Enrollment

October 1, 2005 School Year Student Enrollment : 579
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 13

Instructional Programs

- ü Comprehensive Academic Curriculum
- ü AIMS Prep Math Classes
- ü Honors Credit in Core Academic Classes
- ü On-site Special Education
- ü Tech Prep Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 27 minutes
First Day of School :	8/1/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Parker High understands and encourages parental involvement and seeks an open line of communication. PHS distributes Student/Parent handbooks and conducts Parent/Teacher conferences twice a year to keep parents informed along with a newsletter. Parker High School also holds a Freshmen Orientation and an Open House. Parker High School has a Parent Organization to solicit parental input.

Parents

It is the responsibility of parents to require their child(ren) to attend school; ensure the child is transported as appropriate and meet the students' basic needs for success.

Transportation Policy

Transportation is a privilege extended to students in the district. This privilege carries with it the responsibility of good conduct. PHS also provides transportation for extracurricular activities.

School Honors

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

Award/Honor	Year
ü Boys State Counselor Selection	2002
ü Congressional Appointment to West Point	2002
ü Made Adequate Yearly Progress	2004
ü Wendy's Heisman State Finalist	2006

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	153	161	71130	99	99	95	695	693	701	20	22	23	18	18	13	55	52	51	8	7	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	77	35465	99	99	96	694	690	702	18	23	21	17	17	13	59	55	53	6	5	13
Male	82	84	35648	100	100	94	696	695	701	21	21	24	18	19	12	51	50	50	10	10	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	45	48	25103	100	100	95	700	696	685	18	23	34	16	15	16	60	56	45	7	6	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	45	49	4241	96	96	90	686	684	679	29	31	39	20	22	19	49	45	39	2	2	3
White	58	59	36075	100	100	95	698	697	715	12	14	12	17	17	9	59	58	58	12	12	21
Students with Disabilities	30	30	5862	100	100	71	662	662	658	60	60	63	17	17	15	23	23	20	NA	NA	2
Students without Disabilities	123	131	65268	99	99	98	702	699	705	10	14	19	18	18	12	63	59	54	10	9	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	95	97	22957	99	99	93	686	686	685	26	28	34	23	23	17	48	47	44	2	2	5
Non-Economically Disadvantaged	58	64	48173	100	100	96	708	703	709	9	14	17	9	11	11	66	59	55	17	16	18

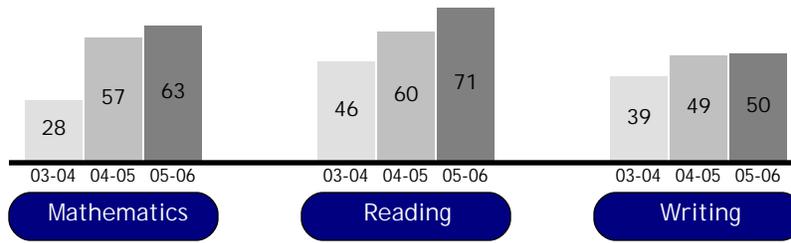
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	163	73018	100	99	97	693	692	703	7	7	6	22	23	23	71	71	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	77	36181	99	97	97	695	694	708	8	8	4	18	19	21	74	73	65	NA	NA	9
Male	83	86	36816	100	100	96	691	691	699	6	6	7	25	26	24	69	69	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	47	48	25801	100	98	96	692	691	683	6	6	10	21	23	34	72	71	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	47	51	4389	100	100	93	686	686	675	6	6	9	34	33	42	60	61	47	NA	NA	1
White	58	60	37024	100	98	97	701	700	721	7	7	2	12	13	12	81	80	73	NA	NA	13
Students with Disabilities	30	30	7170	100	100	85	655	655	654	20	20	23	47	47	47	33	33	29	NA	NA	1
Students without Disabilities	126	133	65848	100	99	98	701	700	708	4	4	4	16	17	20	80	79	67	NA	NA	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	97	98	23912	99	99	94	682	682	681	10	10	10	27	28	36	63	62	52	NA	NA	2
Non-Economically Disadvantaged	59	65	49106	100	98	98	710	708	714	2	2	4	14	15	16	85	83	69	NA	NA	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	156	165	72810	100	100	96	672	669	685	6	7	6	43	45	30	49	47	58	1	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	79	36111	100	100	97	678	675	695	7	8	4	34	37	23	59	56	65	NA	NA	8
Male	82	86	36678	100	100	95	667	664	674	6	7	9	51	52	36	40	38	52	2	2	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	48	50	25735	100	100	96	675	673	669	2	4	10	48	48	41	50	48	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	47	51	4370	100	100	92	670	668	670	9	8	9	47	51	39	45	41	50	NA	NA	2
White	57	60	36915	98	98	97	672	668	697	7	8	3	37	38	21	54	52	67	2	2	8
Students with Disabilities	30	30	7071	100	100	84	624	624	634	30	30	24	57	57	53	13	13	21	NA	NA	1
Students without Disabilities	126	135	65739	100	100	98	683	679	689	1	2	4	40	42	27	58	54	62	2	1	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	97	98	23814	99	99	94	664	664	667	9	9	10	48	49	41	42	42	47	NA	NA	2
Non-Economically Disadvantaged	59	67	48996	100	100	97	685	677	693	2	4	4	34	39	24	61	54	64	3	3	7

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	85	27	NA	42	91	48	47	51	87	52	50	52
	Language	85	36	36	42	91	47	46	50	87	50	48	50
	Mathematics	88	49	49	63	88	49	49	50	87	48	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

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

Council Duties

- Ü School Improvement Issues
- Ü School Safety Issues
- Ü Approve allocations of Tax Credit Monies
- Ü Community Relations
- Ü Family Involvement
- Ü Staff Development Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	1	0	0
10 or more years	9	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	164
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü 48-station Windows Lab
- Ü Four 25-station Windows Labs
- Ü Multipurpose/Cafeteria Facility
- Ü 45-acre Agricultural Land Lab

Extracurricular Activities

- Ü 12 Athletic Teams
- Ü Variety of Student Clubs
- Ü National Honor Society
- Ü STRIVE
- Ü Student Council

Social Services

- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Talent Search/Upward Bound
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü PHS has implemented an Early Release day on 30 dates this year to provide teachers two hours of collaborative time. This time will be used to assure the alignment of our curriculum to the Arizona Academic Standards and staff development.
- ü PHS has implemented 4 x 4 block schedule. PHS believes that the magic of the 4 x 4 block schedule is not the actual 87-minute classes but the fact that longer classes allow for learners to be better engaged with active learning strategies.
- ü Parker High School, for school safety reasons, has implemented a partially closed campus where only Juniors and Seniors are allowed to leave campus at lunch. Students have 39-minutes from bell to bell for lunch.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	82	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

Parker High School conducts evacuation drills, bus evacuation drills, and drills for locking down campus. Campus is secured during instructional time. Visitors are required to check-in at the office. PHS has employed a safe school officer. Additionally, PHS has instituted a partially closed campus for student safety reasons. Only Juniors and Seniors may leave campus. PHS serves students in 2 lunch periods of 39-minutes from bell to bell.

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) :

39

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	Le Roy Shontz	(928) 669-2202
Transportation Policy	Robb Cozby	(928) 669-2202
Community Resources	Le Roy Shontz	(928) 669-2202
School Nutrition Programs	Jim Lotts	(928) 669-9244
Parent Organization	Liz Kruse	(928) 669-2202
Student Health/Nurse	Liz Kruse	(928) 669-2202

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 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.