

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1050 N. Ruth Street, Prescott, AZ 86301

Prescott 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

High School Achievement Profile ^(a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Totsy McCraley
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 1937
 Web Address : www.prescottschools.com/phs/index.htm
 Phone Number : (928) 445-2322
 Fax Number : (928) 778-6106
 E-mail : totsy.mccraley@prescottschools.com

Mission

Our mission is to provide a safe and supportive environment for a quality comprehensive education where all students can reach their full potential as responsible, ethical and productive members of society.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Not 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.

School / Academic Goals

- ü Maintain student excellence in national and state testing.
- ü Expand and enhance alternative student educational opportunities.
- ü Expand and enhance student opportunities for vocational education.

Enrollment

October 1, 2004 School Year Student Enrollment : 1829
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 160

Instructional Programs

- ü Departmentalized Programs
- ü Integrated Cluster Classes
- ü Numerous Advanced Placement Courses
- ü Outstanding School-to-Career Programs
- ü Alternative Education
- ü On Site Special Education
- ü School to Work

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 4 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Prescott High School will provide current and appropriate curriculum for students of all learning abilities and foster a safe climate of mutual respect and well-being among individuals.

Parents

Prescott High School expects parents to be full and equal partners in the education of our students.

Transportation Policy

Prescott Unified School District will transport high school students who live outside of a two-mile radius from the school, if roads permit, and a sufficient number of students express an interest in riding the bus.

School Honors

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

Award/Honor	Year
ü Yavapai County High School Teacher of the Year	2003
ü Yavapai County HighSchool Educator of the Year	2004
ü NAU President's Award of Excellence	2003
ü Ten Flinn Scholars in Past 12 Years	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	483	483	69846	98	98	100	706	706	699	10	10	21	12	12	11	58	58	49	21	21	18
All Students (Prior Year)	410	410	65934	98	98	100	504	504	492	26	26	43	19	19	18	34	34	24	21	21	15
Female	237	237	34328	99	99	99	709	709	702	11	11	19	11	11	12	54	54	51	24	24	18
Male	244	244	35509	96	96	100	703	703	696	10	10	23	12	12	11	61	61	48	17	17	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	50	50	23363	100	100	100	690	690	680	29	29	32	27	27	16	33	33	45	10	10	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	10	10	4785	100	100	100	631	631	671	22	22	39	11	11	17	56	56	39	11	11	5
White	416	416	36421	97	97	99	709	709	714	8	8	12	10	10	8	60	60	54	22	22	26
Students with Disabilities	50	50	7690	98	98	100	577	577	593	43	43	64	21	21	14	34	34	21	2	2	2
Students without Disabilities	433	433	62220	98	98	99	721	721	712	7	7	16	10	10	11	60	60	53	23	23	20
Limited English Proficient Students	16	16	5834	100	100	100	441	441	612	40	40	46	30	30	20	30	30	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	38	38	21421	78	78	92	700	700	686	24	24	35	24	24	15	37	37	43	16	16	7
Non-Economically Disadvantaged	445	445	48489	100	100	100	707	707	704	9	9	15	11	11	10	59	59	52	21	21	23

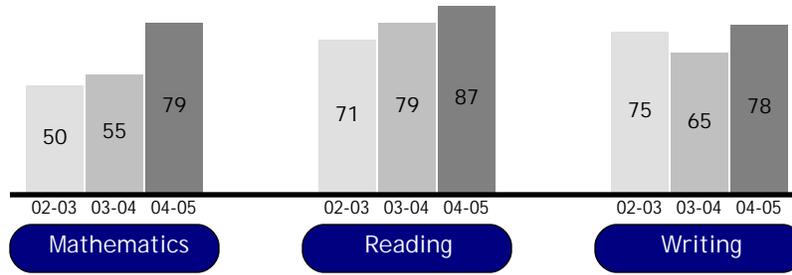
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	488	488	71311	99	99	100	714	714	694	3	3	7	9	9	21	72	72	63	15	15	9
All Students (Prior Year)	426	426	68162	100	100	100	527	527	509	5	5	18	17	17	24	66	66	51	13	13	8
Female	236	236	34899	99	99	100	723	723	700	1	1	5	7	7	19	73	73	66	19	19	10
Male	252	252	36430	99	99	100	706	706	688	5	5	9	12	12	22	72	72	61	12	12	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	52	52	24056	100	100	100	695	695	672	13	13	13	21	21	31	55	55	53	11	11	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	10	10	5110	100	100	100	610	610	661	22	22	14	22	22	38	56	56	46	0	0	2
White	418	418	36841	99	99	99	718	718	713	2	2	3	8	8	12	74	74	72	16	16	13
Students with Disabilities	53	53	8021	100	100	100	583	583	590	12	12	27	39	39	42	47	47	29	2	2	1
Students without Disabilities	435	435	63379	98	98	100	730	730	707	2	2	5	6	6	18	75	75	68	17	17	10
Limited English Proficient Students	15	15	6402	100	100	100	397	397	596	50	50	25	22	22	44	28	28	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	43	43	22243	88	88	93	698	698	677	14	14	14	21	21	32	53	53	51	12	12	3
Non-Economically Disadvantaged	445	445	49157	100	100	100	716	716	702	2	2	4	8	8	16	74	74	69	16	16	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	485	485	70868	98	98	100	695	695	688	3	3	5	18	18	23	66	66	63	12	12	9
All Students (Prior Year)	425	425	67629	100	100	100	534	534	524	14	14	22	21	21	16	62	62	59	3	3	3
Female	234	234	34710	98	98	99	705	705	697	1	1	3	12	12	19	72	72	66	14	14	12
Male	251	251	36176	98	98	100	685	685	678	5	5	7	24	24	27	60	60	59	11	11	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	50	50	23868	96	96	100	679	679	670	9	9	9	32	32	33	51	51	55	9	9	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	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	419	419	36710	99	99	99	698	698	702	2	2	2	17	17	15	68	68	69	13	13	13
Students with Disabilities	52	52	7900	100	100	100	570	570	580	14	14	22	45	45	49	37	37	28	4	4	1
Students without Disabilities	433	433	63054	98	98	99	710	710	701	2	2	3	15	15	20	70	70	67	13	13	10
Limited English Proficient Students	15	15	6308	100	100	100	406	406	591	37	37	19	32	32	47	26	26	33	5	5	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	42	42	21994	86	86	92	684	684	673	7	7	10	26	26	36	60	60	52	7	7	3
Non-Economically Disadvantaged	443	443	48960	100	100	100	696	696	694	3	3	3	18	18	18	67	67	67	13	13	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	97	56	56	41	97	54	NA	42	95	64	64	51
	Language	99	54	54	42	98	54	54	42	95	59	59	50
	Mathematics	98	71	71	60	97	69	69	63	94	59	59	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)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Develop Site-based Rules and Procedures
- Ü School Safety Procedures
- Ü Curriculum and Instructional Matters
- Ü Extracurricular Activities
- Ü Oversee Bond Projects

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	86.00
Other Professional Staff	7.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	1	1
4 to 6 years	7	2	1	0
7 to 9 years	4	1	0	0
10 or more years	19	34	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	323
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art TV Productions
- Ü State-of-the-Art Fine Arts Center
- Ü Three Student Computer Labs
- Ü Computerized Reading Diagnostics Program

Extracurricular Activities

- Ü Insterscholastic Athletics
- Ü Vocal/Instrumental Music
- Ü Yearbook/Newspaper Publications
- Ü Academic/Special Interest Clubs
- Ü Academic Decathlon

Social Services

- Ü School Resource Officer on Campus
- Ü Parenting Education Courses
- Ü Health Services
- Ü Prenatal/Parenting Assistance

School Achievements/Accomplishments 2004-05

ü Continuous accreditation by the North Central Association of Schools and Colleges since 1917.

ü Our students have been recipients of numerous national and state honors and awards. For example: NAU President's Award, University of Arizona - Arizona Cup, Flinn Scholars, National Merit Scholars, FBLA National Business Champion.

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	11	12	12	17
Transfers In Rate ⁶	14	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	4	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	95	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 an extremely safe school environment. Governing Board policy is enforced in regard to student discipline and mutual respect. We have a full-time school resource officer and juvenile probation officer on campus as well as two security guards. Visitors are required to check in at the front office. Regular fire and lockdown drills scheduled to ensure the campus is knowledgeable about all safety procedures.

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) :

58

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	Totsy McCraley	(928) 445-2322
Transportation Policy	Jim Cowan	(928) 717-3229
Community Resources	Jayne Krumbholz	(928) 445-2322
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Debbie Hagamon	(928) 445-2322
Student Health/Nurse	Kathy Naifeth	(928) 445-2322

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.