

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	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
 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)

2005-06	Not 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 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, 2005 School Year Student Enrollment : 1903
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 256

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
- ü JROTC Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 4 minutes
First Day of School :	8/7/2005
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	426	426	71130	93	93	95	716	716	701	8	8	23	11	11	13	61	61	51	20	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	204	204	35465	92	92	96	718	718	702	7	7	21	12	12	13	58	58	53	23	23	13
Male	222	222	35648	94	94	94	714	714	701	9	9	24	9	9	12	64	64	50	17	17	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	36	36	25103	92	92	95	691	691	685	11	11	34	31	31	16	53	53	45	6	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	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	379	379	36075	93	93	95	719	719	715	8	8	12	9	9	9	61	61	58	22	22	21
Students with Disabilities	24	24	5862	50	50	71	681	681	658	38	38	63	17	17	15	46	46	20	NA	NA	2
Students without Disabilities	402	402	65268	98	98	98	718	718	705	6	6	19	10	10	12	62	62	54	21	21	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	16	16	22957	76	76	93	703	703	685	6	6	34	25	25	17	56	56	44	13	13	5
Non-Economically Disadvantaged	410	410	48173	94	94	96	716	716	709	8	8	17	10	10	11	61	61	55	20	20	18

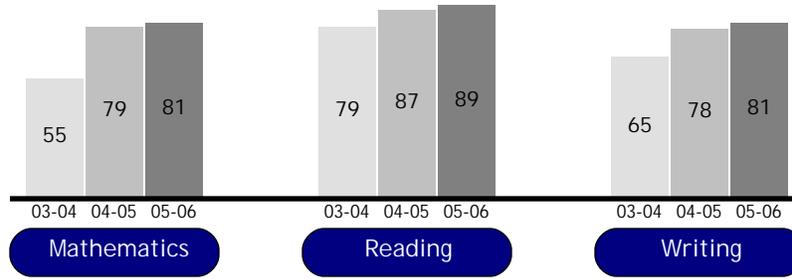
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	454	454	73018	98	98	97	729	729	703	2	2	6	9	9	23	73	73	64	16	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	220	220	36181	99	99	97	731	731	708	2	2	4	10	10	21	72	72	65	16	16	9
Male	233	233	36816	97	97	96	726	726	699	1	1	7	9	9	24	75	75	62	15	15	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	39	39	25801	100	100	96	704	704	683	3	3	10	15	15	34	79	79	53	3	3	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	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	403	403	37024	98	98	97	732	732	721	2	2	2	8	8	12	72	72	73	17	17	13
Students with Disabilities	46	46	7170	94	94	85	669	669	654	15	15	23	41	41	47	43	43	29	NA	NA	1
Students without Disabilities	408	408	65848	99	99	98	735	735	708	0	0	4	6	6	20	77	77	67	17	17	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	21	21	23912	100	100	94	716	716	681	5	5	10	19	19	36	67	67	52	10	10	2
Non-Economically Disadvantaged	433	433	49106	98	98	98	729	729	714	2	2	4	9	9	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	434	434	72810	94	94	96	703	703	685	3	3	6	15	15	30	72	72	58	9	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	212	212	36111	95	95	97	709	709	695	4	4	4	10	10	23	73	73	65	13	13	8
Male	221	221	36678	92	92	95	698	698	674	3	3	9	20	20	36	71	71	52	6	6	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	36	36	25735	92	92	96	673	673	669	14	14	10	19	19	41	67	67	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	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	388	388	36915	95	95	97	706	706	697	2	2	3	15	15	21	72	72	67	10	10	8
Students with Disabilities	26	26	7071	53	53	84	660	660	634	15	15	24	42	42	53	42	42	21	NA	NA	1
Students without Disabilities	408	408	65739	99	99	98	706	706	689	2	2	4	14	14	27	74	74	62	10	10	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	18	18	23814	86	86	94	691	691	667	6	6	10	33	33	41	50	50	47	11	11	2
Non-Economically Disadvantaged	416	416	48996	95	95	97	704	704	693	3	3	4	15	15	24	73	73	64	9	9	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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
9	Reading	97	54	NA	42	95	64	64	51	98	65	65	52
	Language	98	54	54	42	95	59	59	50	98	63	63	50
	Mathematics	97	69	69	63	94	59	59	50	98	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	3.50	Teacher	86.00
Other Professional Staff	7.00	Teacher Aide	11.00

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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
- Ü JROTC Extra-curricular programs

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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.

- ü Excelling school two years in a row.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	93	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

88

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	Paula Hill	(928) 445-2322
Student Health/Nurse	Carolyn Ernst	(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 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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

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

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