**Supplemental Compliance Report for ALL Schools**

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)​

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To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the Supplemental Compliance Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

**Please complete the following:**

**Comprehensive Needs Assessment  
  
1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross- analyzed to identify the needs of educationally disadvantaged students.**

1. NEEDS ASSESSMENT: Based upon a comprehensive needs assessment in 2016 that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, demographic factors, perceptual data, and school programs and processes across 10th through 12th grades in all populations in literacy, weak trends and/or patterns are evident in the following areas: reading comprehension, reading fluency, grammar, writing, analyzing literature on their own and supporting ideas with text evidence, correct use of commas with introductory terms and compound parts, draw conclusions,  vocabulary, higher level complexity works-speeches/excerpts from novels, open-response items--literary reading passages, multiple-choice items--content reading passages, idiomatic expressions, diction for author's purpose, analysis of style, comprehension skills, distractors, test-taking skills regarding the format of questions, terminology, punctuation, dramatic devices, high level cognitive skills (Bloom’s Taxonomy), using literary terms to critique a text or work and drawing inferences, irony and vocabulary for All Students and especially TAGG Students. Contributing factors include: inconsistency on how to score open-response items across the curriculum, lack of etymology skills and content vocabulary, lack of grammar retention, lack of parent involvement, lack of manipulative/hands-on activities in the classroom, inconsistent use of high yield strategies across the curriculum, lack of total instructional alignment, and lack of small group instruction. SY 2016-2017: In addition to current strategies for improvement: Continue AR program to build vocabulary; current events activities during enrichment; analyze text by creating a list of text used as you teach and Lexiling each section; provide ESL students with hands-on technology to assist them with their reading comprehension; use 1:1 initiative to focus on individual reading and vocabulary needs; look for ways to teach irony across all content areas; focus on drawing conclusions and vocabulary in all content areas; and integrate writing in all subject areas.
2. NEEDS ASSESSMENT: Based upon a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative assessments, demographic factors, perceptual data, and school programs and processes across 10th though 12th grades in all populations in math, weak trends and/or patterns continue to be evident in the following areas: parallel lines and transversals, three-dimensional figures, angles and parallel lines, finding endpoint when given midpoint and one endpoint, vocabulary, distance formula, segments, angle formulas, Geometry-triangles, equations, coordinate geometry and transformations (multiple-choice) and measurement (open-response) including triangles, multistep problems and higher order thinking, trig functions, circles, venn diagrams, and terminology and language of math and open response for All Students and especially TAGG Students. Contributing factors include: lack of content vocabulary, lack of real-world applications and student interest (relevancy), lack of hands-on activities in the classroom (including technology), lack of total instructional alignment, lack of specific math activities for each content area across the curriculum, and lack of instructional time/curriculum pacing. SY 2016-2017: In addition to current strategies for improvement: double blocking geometry; consistent mapping; re-testing; more direct integration; scheduling of curriculum; create common math tasks that can be used at each grade level to help student relate learning math to real life and expose all students to the same rigor; implementation of effective open response strategies; provide more examples and practice with triangles and open-response; more student-led examples/instruction; more hands-on examples of three-dimensional volume and surface area.
3. ​NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of perceptual data from parent surveys, continued increased parent involvement remains a need for focus especially in the area of web page information and methods for contacting parents.
4. NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 10-12, increased awareness and prevention of alcohol, tobacco and drug use is an area for continued focus. Root causes as determined by the ACSIP Health committee included (in rank order): access, feeling “high”, academic failure, depressive symptoms, peers and environment.

**Preschool Transition  
  
2. Is this an elementary school?**

 Yes

 No (not applicable, this school is not an elementary school)

**If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.**

**Is this a secondary school?**

 Yes

 No (not applicable. This school is not a secondary school)

**If yes, describe how the school will assist incoming students to the secondary school and how the school will assist students exiting to post-secondary institutions/careers.**

* A Career Action Planning(CAP) program will be implemented to help students and their parents explore educational and occupational possibilities and to make appropriate career decisions. Upcoming 10th graders will meet with their High School CAP advisor in the spring to promote an easy transition from Jr. High to HS.
* All Students (including upcoming 10th graders) and their parents will attend an annual CAP conference with the students CAP advisor to review their career portfolio, set career goals, and to determine appropriate course selection. Advisors will contact parents by phone and send out a reminded letter.​​
* Advisory periods (CAPS) will be built into the schedule each quarter. These will include character education units as well as academic planning. Advisors will be sent grade updates on the students in their advisory group by eSchool to better address the individual students needs. ​

**Coordination of Programs  
  
3. Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Our school has ALE, ELL, NSLA, and PD funds. We coordinate and integrate funds in the following manner:

* Providing professional development
* Purchase of resources and materials
* Purchase of technology

**Teacher Quality  
  
4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?**

 Yes

 No

**If No, describe the plan to ensure that all teachers and instructional paraprofessionals will be become highly qualified. Title I schools may only utilize currently highly qualified staff.**

**Health and Wellness  
  
​The purpose of the Health and Wellness Priority is to improve the health and academic performance of students. Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.**

**5. How is the school addressing the Wellness requirements as mandated by Act 1220 of 2003? You MUST reference the required wellness strategies of Act 1220 in the Docs and Links tab.**[**Wellness Strategies**](http://www.indistar.org/app/DashboardDocs/Required_Wellness_Strategies.docx)

Goal: Reduce percentage of males and females being overweight/obese by 4%.

Objective: To develop building actions that support the district wellness plan

* The Health and Wellness committee will design and man a booth at Parents Make a Difference Night. The booth will be used to distribute information on nutrition, exercise, drug information, and community resources. A packet of community resources will also be included in the parents packet.
* The Wellness Plan includes actions based upon the districts policies which include all federal requirements. The program will be evaluated through the School Health Index.The Wellness Committee will monitor goals and will evaluate the effectiveness of interventions by reviewing data results. They will then modify the ACSIP plan as needed. SHI results indicate the 2 areas of most concern (receiving 2s) are programs for staff and physical education classes (# of students in classes and offerings in classes)
* Use the information from the School Health Index to address and meet the five federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community Involvement. (Measuring Implementation of Local Wellness Policy)
* The Child Nutrition Program in the Pottsville Schools will follow the nutrition and reimbursable school meal guidelines.
* A building level wellness committee includes teachers, students, parents, school nurse, and food service staff.
* The building plan will reinforce and supplement the district wellness plan.
* Provide parents and students with a resource guide of available health services in the area.
* Teachers will receive training and/or instruction on health nutrition (ACT 1220).
* The committee will review curriculum maps to assess and design a systematic approach to health and fitness education. Teachers will include these practices into their curriculum when applicable and include integration forms on the N-drive each semester.
* All faculty will be trained in the district crisis intervention plan. Training will be focused on the procedures that are specific to each building. Go kits, emergency procedures, and evacuation plans will be kept in each classroom. District scheduled drills will occur on a regular basis.
* 2015-2016 BMI results based upon 2014-2015 SY: 51.9% of Males tested measured in the overweight/obese category; 20% of Females tested measured in the overweight/obese category.

**6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.**

**7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, you MUST answer the following question: How is the school integrating the school-based center services or mental health services in a way that those services are directly correlated to improving student achievement levels?**

N/A

**Arkansas Public District and School  
​General Description for the use of  State Categorical Funding**

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|  |  |  |  |
| --- | --- | --- | --- |
| **School** |  | **LEA #** |  |

**Introduction**  
​Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds.  This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures.  Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.  
  
The team developing the ACSIP plan should consider at a minimum the following rules:  
  
[​Student Special Needs Funding Rules](http://www.arkansased.gov/public/userfiles/rules/Current/ade268_SpecNeedsFunding_-_June_2012.pdf)  
  
[ACTAAP Rules  
  
​](http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf)In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

|  |  |  |
| --- | --- | --- |
| **Statute** |  |  |
| A.C.A. § 6-15-425 | A.C.A. § 6-15-2106 | A.C.A. § 6-17-2402 |
| A.C.A. § 6-15-426 | A.C.A. § 6-15-2201 | A.C.A. § 6-20-2303 |
| A.C.A. § 6-15-431 | A.C.A. § 6-15-2202 | A.C.A. § 6-20-2305 |

**Directions:**

1. Enter your responses.
2. ​Click “Save” at the bottom of the form to save your responses.
3. ​To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report “submit” button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

**2015-16 General Description Report for ALE- State 275**

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| **School:** |  | **LEA #** |  |
| **Revenue:** | 32370 | **Source of Funds:** | 275 |
| **Date of modifications:** |  |  |  |

**Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.**

PURPOSE:

* To improve the quality of instruction for students in the ALE, the web based Odysseyware software program will be utilized and licenses purchased yearly.
* ​​At risk students who meet the criteria and/or characteristics of: ongoing, persistent lack of attaining proficiency levels in literacy and mathematics; abuse-physical, mental, or sexual; frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy; single parenting; personal or family problem situations; recurring absenteeism; dropping out of school; disruptive behavior or any other situation that negatively affects a student's academic and social progress will be placed in an Alternative Learning Environment either on campus or at an Alternative Learning Environment at Crossroads/Atkins (purchased services) and taught by a HQT teacher (salary and benefits-.4fte). Individual instruction will be used to increase student achievement and promote graduation. Materials and supplies based upon immediate student needs.

PROGRAM EVALUATION:

* 2014-2015 Results: 46 Students completed courses in ALE.​

**2015-16 General Description Report for ELL- State 276**

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| --- | --- | --- | --- |
| **School:** |  | **LEA #** |  |
| **Revenue:** | 32371 | **Source of Funds:** | 276 |
| **Date of modifications:** |  |  |  |

**Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.**

PURPOSE:

* In addition to classroom instruction, ELL and special education students will receive language and reading instruction from a trained ESL or special education instructor. Laptops/Computers will be purchased and incorporated in instruction for ESL students to boost their language acquisition with interactive activities. Technology will allow us to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension through software and internet applications Language materials will be purchased to support the instruction. Reading materials in the classroom will be geared to meet IEPs.

PROGRAM EVALUATION:

* EVALUATION: English Language Development Assessment for 2014-2015 in grades 10-12 were: 1 student scored a 5, 6 students scored a 4, and 3 students scored a 3. Speaking is the strength throughout the grades while Listening, Reading, and Writing are the areas for improvement.

**2015-16 General Description Report for NSLA- State 281**

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| **School:** |  | **LEA #** |  |
| **Revenue:** | 32381 | **Source of Funds:** | 281 |
| **Date of modifications:** |  |  |  |

**Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.**

PURPOSE:

* In order to improve instruction in all academic areas, content teachers will be given professional development opportunities for individual professional development, formative assessment analysis release time, curriculum development, vertical teaming, interventions (behavioral & academic), building level staff development, and ACSIP & data analysis activities. Teachers will be trained in research based strategies such as Literacy Lab, Next Step, Impacting Reading, Reading in Content Area Techniques, and open response scoring as well as other research based methods. Subs will be provided (purchased through SUBTEACH). Stipends (salaries/benefits given). Classroom libraries will be purchased so teachers may implement reading strategies in the classroom. Materials and supplies will be purchased to support instruction and to conduct training activities to improve student learning.
* ​​The READ 180 program will be used to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.
* The librarian will purchase books/play-a-ways/e-books including e-books and audio books from Overdrive software to support AR. Students will select books of their choice. Selections will be made from both fiction and non-fiction titles.
* To improve instruction and raise achievement, content teachers will be given PD opportunities. Subs will be provided (purchased through SUBTEACH) and teachers will be given release time throughout the academic year to evaluate formative/interim assessments and meet in vertical teams to discuss curriculum and instructional changes. Materials and supplies for math/literacy will also be purchased as needed.
* Parents will gain an understanding of the importance of collaboration for the educational goals and initiatives by attending orientations, senior day activities, honor banquets, CAPs conferences, Pre-AP meetings, and Parent-Teacher conferences (min 2 a year) and Parental Involvement Meetings. Materials and supplies will be purchased for parent activities.

PROGRAM EVALUATION:

* ​READ 180: In 2011-2012, results indicated that 7/10 students in grades 11 and 12, slightly increased their reading growth (lexile growth); 3/10 students in grades 11 and 12 met or exceeded reading growth (lexile growth); In 2012-2013 results indicated that 11/15 students in grades 10-12 met or increased their reading growth while 4/15 students in grades 10-12 decreased slightly.In 2013-2014 results indicated that 8/15 students in grades 10-12 increased their reading growth, 4/15 stayed the same, and 3/15 decreased slightly. In 2014-2015: 5 students increased their lexile scores.
* In order to monitor cross curricular overlaps, teachers' curriculum maps will be posted on schools public server and be evaluated by faculty using a questionnaire/evaluation report. (Mapping will be a continuous process that is driven by the academic data and frameworks.) Open-ended response questions with a student work sample are to be kept on the N-drive and in teachers ACSIP folders. A copy of class schedule which includes AR time will be kept on file. Star Test will be kept on file in English classrooms and used to evaluate students' progress. In addition, two times a year teachers will monitor student reading level using Star Test results. These results will be reported and used to plan curriculum. EVALUATION: According to STAR Tests: Fall '10: 60% / Spring '11 54% of student tested scored below grade level (6% reduction) Fall '11 47%/ Spring '12 42% (5% reduction) scored below grade level Fall '12 55% scored below grade level. Reduce the number of students scoring below grade level by 10% on the STAR test Spring 2012. According to 2012-2013 STAR Tests: Growth Reports indicate that the pretest average = 9.3; post-test average = 10.2; growth increase average of .8. Based upon the 2013-2014 STAR Tests: Growth Reports indicate that the pretest average = 9.9; post-test average = 10.07; growth increase average of .17. 2014-2015: 10th grade 84/144 reading above grade level; 11th grade 63/119 students reading above grade level; 12th grade 38/86 reading above grade level. In **2015-2016**: 10th grade (Pre=8.1 and Post=9.4); 11th grade: (Pre=8.9 and Post=9.6); and 12th grade: (Pre=9.2 and Post=9.8).
* ​Examples of literacy questions will be maintained by individual teachers, posted on the N-Drive and assessed during teacher evaluations. Teachers will evaluate student's work based upon teacher developed rubrics and formative/interim assessments. EVALUATION 2015-2016: Formative assessments: grammar, vocabulary, higher level complexity works-speeches and excerpts from novels, reading comprehension, reading fluency, grammar, writing, students analyzing literature on their own and supporting ideas with text evidence; and students struggling with correct use of commas with introductory items and compound parts. 2016-2017: ACT, ACT Aspire and interim assessments in content areas will be evaluated to judge effectiveness of integration in all content area.
* ​All Formative/Interim Math Test results will be analyzed and any areas with marked deficiency will be noted. Formative/Interim assessment results and curriculum reflection forms will be turned in to the administration. The teachers will then develop programs of instruction to address these needs. EVALUATION: 2015-2016 formative assessments: parallel lines and transversals, three-dimensional figures, angles and parallel lines, finding endpoint when given midpoint and one endpoint, vocabulary, distance formula, segment, and angle formulas.
* A parental survey will be conducted each spring to evaluate how parents and students are serviced by the district. The survey results will the be analyzed to decide what services our parents and students would find the most useful and the parent involvement plan will be adjusted accordingly. EVALUATION: PTC spring survey results: 09/10 areas of concern: 40% of parents prefer direct phone calls as method of contact, 7.4% are concerned with quality of physical education program and 7% want updated webpages. CAP's results:09/10 91% of parents find the program beneficial,10/11 Results show no significant areas of concern in subject areas or on webpages <1%, 6% of parents show a concern about Timely Pinnacle Updates, 97% of Parents find the CAPS program Beneficial; 2011-2012 results show no significant areas of concern in subject areas or webpages: 7% of parents indicated a concern about Timely Pinnacle Updates; 97% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 97% of parents feel PHS provides high quality educational programs. 2012-2013 results show no significant areas of concern in subject areas or webpages: 3% of parents indicated a concern about Timely Pinnacle Updates; 96% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 92% of parents feel PHS provides high quality educational programs. 2013-2014 results show no significant areas of concern in subject areas or webpages: 4% of parents indicated a concern about Timely Pinnacle Updates (eSchool is replacing Pinnacle for the 14/15 SY); 90% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS; and 97% of parents feel PHS provides high quality educational programs. 2014-2015 SY: 100% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS as well as 100% feel that PHS provides high quality education programs. ​7% of parents would like to have a better understanding of e-School. **2015-2016 SY:**92% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS; 97% feel that PHS provides high quality education programs; 8% of parents would like eSchool to keep them better informed about child's progress; and 4% would like to receive information regarding child's progress in school in a more timely matter.

**2015-16 General Description Report for PD- State 223**

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| **School:** |  | **LEA #** |  |
| **Revenue:** | 32256 | **Source of Funds:** | 223 |
| **Date of modifications:** |  |  |  |

**Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.**

PURPOSE:

* In order to improve instruction in all academic areas, content teachers will be given professional development opportunities for individual professional development, formative assessment analysis release time, curriculum development, vertical teaming, interventions (behavioral & academic), building level staff development, and ACSIP & data analysis activities. Teachers will be trained in research based strategies such as Literacy Lab, Next Step, Impacting Reading, Reading in Content Area Techniques, and open response scoring as well as other research based methods. Subs will be provided (purchased through SUBTEACH). Stipends (salaries/benefits given). Materials and supplies will be purchased to support instruction and to conduct training activities to improve student learning.
* ​To improve instruction and raise achievement, content teachers will be given PD opportunities. Subs will be provided (purchased through SUBTEACH) and teachers will be given release time throughout the academic year to evaluate formative/interim assessments and meet in vertical teams to discuss curriculum and instructional changes.
* Faculty will be provided parental involvement training to enhance collaboration and increase student achievement.
* Faculty will be provided PD on anti-bullying procedures and prevention, crisis management skills, etc..., to reduce absenteeism and discipline concerns and to foster a positive atmosphere for student performance.
* ​Technology training will be provided and will allow teachers to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension as well as apply math skills through the aid of software and internet.

​PROGRAM EVALUATION:

* In order to monitor cross curricular overlaps, teachers' curriculum maps will be posted on schools public server and be evaluated by faculty using a questionnaire/evaluation report. (Mapping will be a continuous process that is driven by the academic data and frameworks.) Open-ended/written response questions with a student work sample are to be kept on the N-drive and in teachers ACSIP folders. A copy of class schedule which includes AR time will be kept on file. Star Test will be kept on file in English classrooms and used to evaluate students' progress. In addition, two times a year teachers will monitor student reading level using Star Test results. These results will be reported and used to plan curriculum. EVALUATION: According to STAR Tests: Fall '10: 60% / Spring '11 54% of student tested scored below grade level (6% reduction) Fall '11 47%/ Spring '12 42% (5% reduction) scored below grade level Fall '12 55% scored below grade level. Reduce the number of students scoring below grade level by 10% on the STAR test Spring 2012. According to 2012-2013 STAR Tests: Growth Reports indicate that the pretest average = 9.3; post-test average = 10.2; growth increase average of .8. Based upon the 2013-2014 STAR Tests: Growth Reports indicate that the pretest average = 9.9; post-test average = 10.07; growth increase average of .17. 2014-2015: 10th grade 84/144 reading above grade level; 11th grade 63/119 students reading above grade level; 12th grade 38/86 reading above grade level. In **2015-2016**: 10th grade (Pre=8.1 and Post=9.4); 11th grade: (Pre=8.9 and Post=9.6); and 12th grade: (Pre=9.2 and Post=9.8).
* ​Examples of literacy questions will be maintained by individual teachers, posted on the N-Drive and assessed during teacher evaluations. Teachers will evaluate student's work based upon teacher developed rubrics and formative/interim assessments. EVALUATION 2015-2016: Formative assessments: grammar, reading comprehension, reading fluency, grammar, writing, students analyzing literature on their own and supporting ideas with text evidence, students struggling with correct use of commas in with introductory items and compound parts, vocabulary, higher level complexity works-speeches and excerpts from novels, setting driving plot. 2016-2017: ACT Aspire will be evaluated to judge effectiveness of integration in all content area.
* ​All Formative/Interim Math Test results will be analyzed and any areas with marked deficiency will be noted. Formative/Interim assessment results and curriculum reflection forms will be turned in to the administration. The teachers will then develop programs of instruction to address these needs. EVALUATION: 2015-2016 formative assessments: parallel lines and transversals, three-dimensional figures, angles and parallel lines, finding endpoint when given midpoint and one endpoint, vocabulary, distance formula, segment, and angle formulas.
* A parental survey will be conducted each spring to evaluate how parents and students are serviced by the district. The survey results will be analyzed to decide what services our parents and students would find the most useful and the parent involvement plan will be adjusted accordingly. EVALUATION: PTC spring survey results: 09/10 areas of concern: 40% of parents prefer direct phone calls as method of contact, 7.4% are concerned with quality of physical education program and 7% want updated webpages. CAP's results:09/10 91% of parents find the program beneficial,10/11 Results show no significant areas of concern in subject areas or on webpages <1%, 6% of parents show a concern about Timely Pinnacle Updates, 97% of Parents find the CAPS program Beneficial; 2011-2012 results show no significant areas of concern in subject areas or webpages: 7% of parents indicated a concern about Timely Pinnacle Updates; 97% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 97% of parents feel PHS provides high quality educational programs. 2012-2013 results show no significant areas of concern in subject areas or webpages: 3% of parents indicated a concern about Timely Pinnacle Updates; 96% of parents feel positively about the overall effectiveness of the parent involvement programs at PHS; 92% of parents feel PHS provides high quality educational programs. 2013-2014 results show no significant areas of concern in subject areas or webpages: 4% of parents indicated a concern about Timely Pinnacle Updates (eSchool is replacing Pinnacle for the 14/15 SY); 90% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS; and 97% of parents feel PHS provides high quality educational programs. 2014-2015 SY: 100% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS as well as 100% feel that PHS provides high quality education programs. ​7% of parents would like to have a better understanding of e-School. **2015-2016 SY:**92% of parents feel positively about the overall effectiveness of the parent involvement plans at PHS; 97% feel that PHS provides high quality education programs; 8% of parents would like eSchool to keep them better informed about child's progress; and 4% would like to receive information regarding child's progress in school in a more timely matter.
* Teacher PD Survey 2015-2016: Results indicated more training in instructional strategies (technology); character education, and more time for collaboration on academic vocabulary.
* Average daily attendance for **SY 2015-2016**: 94. 28%; Graduation rate=95.37 for All Students and 90% for TAGG Students; Absenteeism occurs mainly in Oct/Nov; SY 2014-2015: 95.77 AND graduation rate: 97.5%. SY: 2013-2014: 95.77; 2012-2013= 95.05%;SY 2011-12 95.22%; SY 2010-11 94.5%; SY 2009-10 92%; SY 2008-09 93.1%; SY 2007-08 92.4; SY 2006-07 93.5%; SY 2005-06 98.8%; Graduation Rate for SY 2009-10 93.1%; SY 2008-09 89.9; SY 2007-08 87.7; SY 2006-07 92.1; SY 2005-06 79.1. According to the 2012 ESEA report, All Students met AMO for graduation rate; however, TAGG Students did not. In the 2013-2014 SY, All Students will meet the graduation rate AMO of 96.67, and TAGG Students will meet the graduation rate AMO of 96.49. Based upon the 2013 ESEA report, All students met AMO for graduation rate; however, TAGG Students did not. According to the 2014 ESEA report, both All Students and TAGG Students met Graduation Rate AMO. In the 2014-2015 SY, All Students will meet the graduation rate AMO of 96.70, and Tagg Students will meet the graduation rate AMO of 95.73.
* 2015-2016 APNA results (10th and 12th grades combined/areas of concern): alcohol usage (49.4%), alcopops (28.8%), and cigarette usage (24.4%); 2014-2015 APNA results: 10th and 12th grades combined/areas of concern: alcohol usage (44%) and cigarette usage (31.3%).
* 2015-2016 Classroom Walkthrough results and areas of focus: coaching; student presentations; student generating and testing hypothesis; and student level of work in the analysis, synthesis and evaluation levels.