

2006-2007 ANNUAL REPORT

Parchment High School
1916 East G Avenue
Parchment, Michigan 49004
269-488-1100

Principal
Scott D. Karaptian

Assistant Principal
Sonja LeRoy

Counselors
Becky Edds
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Athletic Director
Thomas A. Beals

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This report has been written to comply with P. A. 25 of 1990 which requires that each building in a school district present an Annual Report to the community for their information.

No person at Parchment High School shall, on basis of ethnic/gender/sexual orientation/class/disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. Inquiries by students and/or parents/legal guardians relating to discrimination on the basis of disability/handicap should be directed to: Assistant Superintendent, Parchment School District, 520 North Orient, Parchment, MI 49004 - 269-488-1050

Section I: Building Demographics

1. Student Information

Each year the State of Michigan requires two official pupil counts in the public schools to verify enrollment. Parchment High School's student enrollment for 2006-2007 began with the first State count on September 27, 2006 at 556; the second State count, on February 13, 2007 showed 535 students enrolled. Those enrollments per graduating class were as follows:

9-27-06: ninth grade: 137	2-13-07: ninth grade: 137
tenth grade: 145	tenth grade: 139
eleventh grade: 134	eleventh grade: 124
twelfth grade: 140	twelfth grade: 135

2. Staff Information

Parchment High School employed forty (40) professional staff, (32) thirty-two classroom teachers (including three Special Education teachers), one (1) Librarian, two (2) Counselors, two (2) certified Administrators, one (1) Social Worker, one (1) School Psychologist, and one (1) Athletic Director.

Parchment High School also employs three (3) Secretaries, three and one-half (3-1/2) Custodians, one (1) Special - Education Aide, and one (1) In-School Suspension Supervisor. The district also employs three (3) people for Maintenance.

Parchment High Schools professional staff possesses the following degrees:

BA/BS/BM	18
MA/MS	21
MA +30	03
Ed.S	0
Ed.D.	0

All Parchment High School professional staff are highly qualified per NCLB.

3. Student/Staff Ratio (based on September, 2006, count)

The ratio of classroom teachers to students: 20.1

The ratio of counselors to students: 268 – 1 counselor

4. General Information

Attendance:

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
1st Sem av. daily attendance	82.1%	94.7%	96.2%	94.7%	94.7%	98.4%	97.5%	95.4%
2nd Sem av. daily attendance	80.3%	94.8%	93.5%	93.0%	94.2%	98.8%	94.1%	94.5%
3rd Sem av. daily attendance		95.4%	94.6%	93.6%	93.9%	98.5%	95.1%	95.3%
4th Sem av. daily attendance		95.2%	95.3%					

*A 4x4 Block schedule was in effect for 00-01 and 01-02.

*A 3x5 Block schedule was in effect for 02-current.

** NOTE: February and March of 1999 had high incidents of flu.

Students who forfeited credit due to attendance*:

Forfeiture	>9	>5	>5	>7	>7	>7	>7	>7
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
1 st Semester	31	41	35	41	39	38	38	16
2 nd Semester	42	46	35	69	81	64	36	13
3 rd Semester		53	28	60	57	47	28	17
4 th Semester		29	25					

*Beginning with 00-01, five absences are in effect due to a move to Block Scheduling.

*Beginning in 02-03, seven absences are in effect due to a move to Trimesters.

*Beginning in 04-05, forfeiture was due to only unexcused absences.

Discipline:

Disciplinary action begins with a referral by a faculty or staff member. Some students have more than one referral during the school year.

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
9th Grade								
Female	21	103	91	154	39	54	32	50
Male	120	273	240	175	93	70	83	104
10th Grade								
Female	23	41	47	63	24	22	44	23
Male	78	239	106	172	68	71	55	33
11th Grade								
Female	21	20	13	36	17	9	21	19
Male	55	100	116	113	72	59	57	21
12th Grade								
Female	11	12	14	16	24	18	16	20
Male	49	17	88	63	32	57	48	39

*8% of the students were responsible for 44% of the referrals.

Consequences for discipline problems range from After School Detention to exclusion/expulsion. Generally, students are assigned Detention, In-House suspension or Out-of-school suspension, depending on the severity of the incident. The total number of students per year follows:

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Discipline Detention	253	123	147	94	27	62	61	75
In-House Suspension	163	337	355	447	504	570	207	202
Out-of-School Suspension	28	32	62	39	10	36	42	43.5
Saturday School				102	142	159	51	

Transportation:

Approximately 58% of the high school students are scheduled for school transportation. However, many students drive their own cars to school, so less than that percentage are actually transported by the five buses that arrive each day. In 2006-2007 an average of 42% actually rode school transportation.

Free/Reduced Lunches:

Twenty-Five percent (36%) of Parchment High School students qualified for free lunches; 13% qualified for reduced lunches. There is no way to establish how many students actually took part in the free and reduced program.

Parchment High School offered in 2006-2007 in one, two, or three trimester classes, 88 courses, 342 different sections in twelve departments.

Section II: School Improvement

1. **The Mission Statement**

The Parchment High School family strives to create a safe and supportive educational community where our students can thrive academically, socially, and personally. Students, staff, parents, and local community are active participants in the education of our future generation. We take pride in offering academically challenging courses and technologically rich curricula to equip our students with the knowledge necessary to compete in the changing global society.

2. **The School Improvement Team**

During the 2006-2007 school year the team’s focus was analyzing data to determine goals for the upcoming years.

3. **Meeting Status and Activities**

School Improvement meetings were held monthly. Departmental meetings were also held monthly to discuss curriculum.

4. **District Committee Membership**

The following members of the high school faculty and administration served on district committees:

<u>Technology</u>	Tim Searl, Amy Sue Manley
<u>Math</u>	Russ Iuni, David Blough, Jeffrey Krantz, Shani Iuni
<u>Social Studies</u>	Rich Hruska
<u>Coordinating Council</u>	Scott Karaptian, Adam Danapilis, Becky Edds, and Jodie Lugar-McManus
<u>Science</u>	Jim Rasmussen, Jodie Lugar-McManus
<u>Library</u>	Amy Sue Manley
<u>English</u>	Kevin Huff, Pat Keiser
<u>Reproductive Health</u>	Jenny Billington, Lisa Roy, Wayne Hinton

5. **Goals initiated/continued/accomplished with the Trimester Schedule during the 2006-2007 school year**

- Totally “settled in” with the Trimester schedule
- Identify new goals based on data for NCA
- Continue to develop creative support strategies for student success.

6. **Impact of curriculum and staff development on student outcomes**

During the 2006-2007 school year, both curriculum and staff development activities focused on aligning curriculum with new state content expectations and professional teaching communities. Improved student performance was the primary focus.

Staff development did produce changes in the classroom for teachers who entered for the first time or continued into new areas such as Classroom Management and Technology Education. For some faculty, changes occurred in teaching strategies and methodology, assessment and grading practices, and emphasis on skills rather than "finishing the book" instruction.

Section III: Student Achievement

1. **MEAP/MME**

The Michigan Merit Exam (MME) was given for the first time to all juniors in the spring of 2007. The MME will replace the MEAP and a retest option will be available to eligible seniors. The MME consists of the ACT, WorkKeys and a Michigan Math, Science and Social Studies test.

<u>MME READING</u>	<u>06-07</u>
Students Tested	119
Proficient	57%
<u>Economically Disadv.</u>	
Students Tested	45
Proficient	51%

MME WRITING

Students Tested	120
Proficient	35%
<u>Economically Disadv.</u>	
Students Tested	46
Proficient	26%

MME ELA

Students Tested	119
Proficient	46%
<u>Economically Disadv.</u>	
Students Tested	45
Proficient	40%

MME MATH

Students Tested	119
Proficient	46%
<u>Economically Disadv.</u>	
Students Tested	45
Proficient	36%

MME SCIENCE

Students Tested	120
Proficient	57%
<u>Economically Disadv.</u>	
Students Tested	46
Proficient	52%

MME SOCIAL STUDIES

Students Tested	121
Proficient	92%
<u>Economically Disadv.</u>	
Students Tested	46
Proficient	85%

NOTE: The figures below represent the **percentage of total students who reached proficiency** in the indicated test.

<u>MEAP READING</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
Students Tested	120	111	127
Proficient*	88	75	58
<u>Economically Disadv.</u>			
Students Tested	29	46	54
Proficient*	79	41	37

<u>MEAP WRITING</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
Students Tested	124	112	129
Proficient*	41	44	43
<u>Economically Disadv.</u>			
Students Tested	31	46	54
Proficient*	32	37	28
<u>MEAP MATH</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
Students Tested	122	111	124
Proficient*	50	54	48
<u>Economically Disadv.</u>			
Students Tested	31	46	54
Proficient*	39	41	24
<u>MEAP SCIENCE</u>	<u>03-04</u>	<u>04-15</u>	<u>05-06</u>
Students Tested	122	111	126
Proficient*	43	57	54
<u>Economically Disadv.</u>			
Students Tested	31	45	54
Proficient*	26	44	37
<u>MEAP SOCIAL STUDIES</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
Students Tested	121	109	125
Proficient*	23	35	82
<u>Economically Disadv.</u>			
Students Tested	30	44	54
Proficient*	20	18	67

*Indicates students who successfully passed the test and qualified for the Michigan Merit Award.
NOTE: Parchment School District does not report specific minority achievement due to our small minority population. Such reporting violates the Rights and Privacy statute.

2. **MEASURES OF ACADEMIC PROGRESS (MAP) TEST**

MAP test measures student's academic progress/growth from year to year in the areas of Mathematics, Reading, and Language Usage. The MAP test is being piloted and will replace the **Metropolitan Achievement Test (MAT)** used in past years.

Below is the **MAP** mean data for the ninth grade class (2003-2004) in the areas of Reading, Language Usage, and Mathematics.

	RIT SCORE 04-05	RIT SCORE 05-06	RIT SCORE 06-07
Reading	222.9	223	220.8
Language Usage	223.5	221.1	221.9
Mathematics	232.4	231.4	230.4

***Note:** RIT score is a unit of measure that uses individual item difficulty values to estimate student achievement. The score is used to measure how “tall” a student is on the curriculum scale and scores can be compared to tell how much growth a student has made.

3. **ACT (American College Test)**

The ACT is taken by juniors and seniors who plan to enter college after graduation. Colleges look at the ACT as an indicator of success in college.

The following are average composite ACT scores for all graduates:

<u>Year</u>	<u>Local</u>	<u>State</u>	<u>National</u>
2003-04	19.4	21.3	20.8
2004-05	20.1	21.4	20.9
2005-06	22.0	21.5	21.1
2006-07	18.55	18.79	21.2

4. **SAT (Scholastic Aptitude Test)**

The SAT is also taken by juniors and seniors who are planning to enter college after graduation. Some accelerated programs also use the SAT scores as one success indicator in their program. Scores reflected here are the highest scores achieved by 12th grade students, many of whom have taken the test at least twice.

<u>Year</u>	<u>Verbal</u>	<u>Math</u>	<u>Gender Breakdown</u>
2002-03	540	540	5 females/3 males
2003-04	750	720	5 females/1 male
2004-05	NA	NA	3 females/2 males

<u>Year</u>	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Gender Breakdown</u>
2005-06	582	640	530	2 females/13 males
2006-07	620	750	680	3 females/10 males

5. **AYP Chart and EDYes Status**

	Status Score 2005-2006	Adjusted Score 2005-2006	Ed Yes! Grade 2005-2006
Student Achievement			
English Language Arts	82.8	84.8	B
Mathematics	76.8	72.4	C
Science	79.8	77.9	C
Social Studies	81.1	75.6	C
Achievement Subtotal	80.1	77.7	C
Indicators of School Performance		99	A
Preliminary Grade		85	

AYP Status (Adequate Yearly Progress)

Met AYP

Composite Grade

B

6. **Post Secondary Enrollment Option (formerly Dual Enrollment)**

A student in Michigan's public schools is eligible to be dually enrolled in high school and in a community college, college or university and have tuition (or a portion of tuition) paid by the local district if:

11th grade

- a student is enrolled in at least one high school class
- a student is in 11th grade (13 credits at the end of the previous school year)
- a student has met the requirements in ALL subject areas of the MEAP

12th grade

- a student is enrolled in at least one high school class
- a student is in the 12th grade (21 credits at the end of the previous school year)
- a student who has met the requirements in one or more subject areas of the MEAP in which they are dual enrolled.

<u>Year</u>	<u>Dual Enrollment Students</u>	
2002-03	4 females	3 males
2003-04	9 females	2 males
2004-05	7 females	6 males
2005-06	13 females	7 males
2006-07	4 females	3 males

As part of the 1996 School Code, schools are required to report the following nine questions in the Annual School Report.

1. How many students in your school district are enrolled in one or more postsecondary courses in the immediately preceding year?

7
2. What percent of your total secondary student population is enrolled in postsecondary courses in the immediately preceding year?

1,3%
3. The number and all types of AP/college level equivalent courses offered to students enrolled in:

The district	2
The high school	2

Advanced Placement English

The focus of this course will be the careful study and analysis of works by major English authors. Preparation for and practice on the Advanced Placement Examination will also be included. ***Students enrolled in this course will be expected to complete independent summer assignments, including reading and essay preparation.*** Students must submit an application essay, score successfully on the entrance test, and agree to all course requirements as detailed on the course outline.

AP Calculus

Calculus is the highest level of mathematics offered by Parchment High School. It is strongly recommended for those students who plan to attend a college or university and/or who desire a strong understanding of mathematics. Students who take this class will be offered the opportunity to take the AP Calculus Exam in May.

4. How many students in your school district are enrolled in at least one AP/college level equivalent course in the immediately preceding year, disaggregated by grade level?

Grade	9	0
	10	0
	11	30
	12	35

5. What percent of your total secondary student population is enrolled in at least one AP/college level equivalent course in the immediately preceding year, disaggregated by grade level?

Grade	9	0%
	10	0%
	11	8%
	12	28%

6. How many students in your school district are enrolled in at least one AP/College level equivalent course in the immediately preceding year, which took a college level credit examination?

21

7. What percent of your total secondary school population is enrolled in at least one AP/college level equivalent course in the immediately preceding year, which took a college level credit examination?

3.8%

8. How many in your school district, who took an AP/college level equivalent credit exam, achieved a score that is at or above the level recommended by the testing service for college credit?

16 high school students

9. What percent of your total secondary school population, who took and AP/college level equivalent examination, achieved a score that is at or above the level recommended by the testing service for college credit?

2.9%

7. **Testing Out**

Testing Out is a competency-based testing program offered once each summer. By passing a comprehensive final examination or other final assessment with a C+ or better, a student may earn credit for that course.

<u>Year</u>	<u># of Students Who Took Testing Out Exams</u>	<u># of Students Who Were Successful</u>
2002-03	4	1 female/0 male
2003-04	10	2 females/2 males
2004-05	6	0 females/1 male
2005-06	5	1 female/0 male

8. Evidence of Student Achievement

- a. Eighteen (18) students, grades 9-12, attended the accelerated program at Kalamazoo Area Math and Science Center during 2006-2007.
- b. Fifty-One (51) attained Honor Graduate status 3.0 or better in the Class of 2007.
- c. There were eleven (11) seniors who attained High Honor Graduates, all with at least a 3.75 cumulative GPA.
- d. At the end of the 2006-2007 school year forty-three (31%), freshmen, forty-six (32%), sophomores, sixty-three (47%) juniors and fifty-eight (58%) seniors have achieved a cumulative GPA of 3.0 or better.
- e. There were three seniors who received recognition through the Excellence In Education program in Kalamazoo County.
- f. Fifty-nine (11%) were honored at the Academic Letter Breakfast in the fall for maintaining a 3.0 cumulative GPA, with two consecutive semesters of 3.5.
- g. Fourteen (14) students were inducted into National Honor Society for achievement in scholarship (3.4 GPA required), character, leadership and service. That brought the total Chapter membership to twenty-three students.
- h. At the Honors Breakfast 210 (38%) students were honored for honor roll during the school year.
- i. Seventy-Two (13%) students were recognized in the Departmental Student of the Month program.
- j. PHS Band received Division I ratings at District Band Festival.
- k. There were six (6) seniors named as "Outstanding Seniors" for Education for Employment programs.

Section IV: Retention and Dropout Rate

The State school Aid Act was signed into law in September of 2005 and directed the Center for Educational Performance and Information (CEPI) to determine the graduation and dropout rates pursuant to national standards. To comply with the federal *No Child Left Behind Act 2001* (NCLB), the law no longer excludes migrant and alternative education students. Michigan graduation and dropout rates are based on a four-year student cohort. Parchment High School has an estimated four year graduation rate of 90.70% and a one year dropout rate of 2.42%.

Section V: Parent/Community Participation

Parent Involvement Policy 2112 is available at the Parchment District Administration Office

1. Beginning 2002-2003 Parchment High School went to a trimester schedule and conferences are now held three times each year.

<u>Year</u>	<u>% of Parents Attending</u>	<u>Number of Students Represented</u>
2002-03	Fall (1 st Trimester) –27.0	155
	Winter (2 nd Trimester) – 23.0	134
	Spring (3 rd Trimester) – 18.0	104
2003-04	Fall (1 st Trimester) - 26.0	155
	Winter (2 nd Trimester) - 25.0	150
	Spring (3 rd Trimester) - 21.0	126
2004-05	Fall (1 st Trimester) - - 30.0	175
	Winter (2 nd Trimester) – 26.0	151
	Spring (3 rd Trimester) – 21.0	121
2005-06	Fall (1 st Trimester) – 30.0	174
	Winter (2 nd Trimester) – 28.0	162
	Spring (3 rd Trimester) – 23.0	135
2006-07	Fall (1 st Trimester) – 27.0	150
	Winter (2 nd Trimester) – 24.0	134
	Spring (3 rd Trimester) – 15.0	83

2. Activities for parent participation and involvement include: District Coordinating Council, Parent Advisory Committee, Music Boosters, Athletic Boosters, Grad Bash, attendance at athletic competitions for eleven sports, attendance at recognition programs such as the Departmental Student of The Month Breakfast, Academic Letter Breakfast and Senior Honors Dessert, attendance in class, club and general functions such as National Honor Society Induction, Concerts, Programs, College Nights, Financial Aid Workshops, and sponsorships/chaperones at class and school functions such as trips, activities and dances.
3. Home/school contacts take many shapes in the high school setting. Formal progress reporting occurs during the sixth week of each trimester, and final progress at the end of each trimester. In addition, teachers and counselors contact parents on a regular basis to register concern, enlist assistance and report positives.
4. Parents must attend the Sports Meetings held in the fall, winter and spring if their student(s) is involved in a sport for that season. This ensures that the parents and students know the coach, his/her rules and expectations and details about practices, games and responsibilities.
5. The newsletter, ***The Panther Pause***, is in its seventeenth year of publication during 2006-2007 school year, reporting things parents should know such as upcoming dates, class and club activities, and educational information to assist parents in helping their student(s). Five (5) issues are published each school year.
6. The Kalamazoo Gazette HOMETOWN is published weekly. However, Parchment schools are focused only bi-monthly. The page is dedicated to school district and building news.
7. The High School Open House for parents of 9th grade and students new to the high school, along with any other parent/legal guardian or community member was held in September. Seventy-eight (78) parents attended the event. Thirty-one (31) parents attended the presentation of the PA25 Annual Report discussion before the Open House began.

Section VI: Accreditation Status

Parchment High School is a North Central Association Outcomes accredited high school. To qualify for North Central Outcomes Accreditation a school must go through a five-year self study, establish academically related goals for improvement, develop strategies to meet the goals and track the accomplishment of those goals. All teachers are involved in the process.

Goals being established are:

- All students at Parchment High School will improve their writing across the curriculum.
- All students at Parchment High School will improve their interpretation and analysis of visual information.

Section VII: Specialized Schools

1. Academically Talented

Kalamazoo Area Math and Science Center: Nineteen (8 females, 11 males) Parchment High School students, grades 9-12, attended KAMSC to augment the mathematics, science and computer education they receive at PHS.

2. Alternative Education

Barclay Hills Educational Center and Valley Center are schools designed for at-risk students who are not succeeding in the traditional setting or for students who have special needs that cannot be met at Parchment High School. Each school works with a special population of students. They offer a program, which lowers the teacher/student ratio and works through individualized or small group instruction.

Parchment Alternative Education Program is an alternative school for students who need special attention in learning and structure. It is housed in the Barclay Hills Education Center. Thirty-three (33) Parchment High School students were during 2005-06.

Nova Net classes were taken by eleven (11) high school students this year to make up lost credits due to failure or forfeiture of credit.

Intensive Learning Center at Kalamazoo Juvenile Home

Parchment High School students may attend classes while housed at the juvenile facility.

3. Career and Technical Education and Fine Arts Education

Parchment High School is a member of a nine-school consortium in Kalamazoo County developed for Career and Technical Education and Arts Education. The consortium offers member schools' students opportunities in the following six Pathways: Natural Resources, Human Resources, Health

Sciences, Manufacturing and Technology, Business/Marketing/Management and Arts and Communication.

Section VIII: Highlights of the School in 2005-2006

1. Student Activities

Student activities, both co-curricular and extra-curricular, play an important role in the well-rounded education promoted at Parchment High School. Those activities include, but are not limited to, the following:

- Student Council
- Class clubs
- KVA Student Exchange Program
- KVA Sportsmanship Conferences
- Quiz Bowl
- Fall and Winter Homecoming
- Sports Awards programs in the fall, winter and spring
- DECA
- Senior Citizens' Prom
- Music Department concerts and programs
- Post game dances
- Red Cross Blood Drive (sponsored by Student Council)
- Science Olympiad
- Food Drive

2. Athletics

Athletic teams and events are another important aspect of education at Parchment High School. We fielded 147 athletes (26%) for fall sports, 110 (20%) for winter sports and 131 (24%) for spring sports.

Section IX: Areas of Future Focus

School Improvement

1. Continue to support an environment, which is safe and orderly and which fosters high expectations for students to enhance student responsibility and increases time on task in the classrooms. Continue and improve use of planners by students to enhance responsible learning behaviors.
2. Formulate, write strategies, and gather data for new goals for NCA Performance Accreditation cycle.
3. Analyze outcomes with the State standards and benchmarks.

Staff Development

1. Encourage district and in-house sharing of professional development learning.
2. Encourage faculty visitations to observe colleagues in classrooms using, Cooperative

Learning, alternative assessments in action and successful restructuring of the school day and year at work.

3. Continue Poverty, Bullying, and Data-Driven Instruction.