

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

434 South Lake Powell, Page, AZ 86040

Page 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 LEARNS<sup>1</sup>**

**High School  
Achievement Profile (a)**

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

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

**No Child Left Behind**

**Adequate Yearly  
Progress (b)**

2004-05	Met
2003-04	Not Met
2002-03	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 Overview**

Principal/Administrator : Mr. Perry Berry  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 1143  
 Web Address : www.pageschools.org/hs  
 Phone Number : (928) 608-4138  
 Fax Number : (928) 645-9243  
 E-mail : pberry@pageud.k12.az.us

**Mission**

It is the mission of Page High School to provide students with the skills necessary to become self-directed lifelong learners who use their talents and abilities toward the betterment of themselves and their communities.

**School / Academic Goals**

- ü Parent Involvement--Create a system for increased regular communication with all parents regarding student academic progress and attendance.
- ü Use the Reading First research to implement a reading focus across the curriculum, which includes 15 minutes of reading activity every class every day to help students prepare for the reading portion on AIMS.
- ü Data Analysis--Implement a formal structure for the analysis of summative and formative assessment data. Teachers will use exit and entry level analysis to audit curriculums and prescribe learning activities for incoming students.
- ü Differentiated Instruction--Incorporate interventions and extensions using pretest and data analysis to meet the needs of gifted and remedial students.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 1104  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Academic (English/Math/Sci/Social Stud.)
- ü Foreign Language (Spanish/Navajo)
- ü Fine Arts (Music/Drama/Visual Arts)
- ü Career and Technical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school will provide a safe learning environment. We will distribute a bi-monthly newsletter and host one Open House and two evening parent nights. The school will share student expectations through the handbook and classroom environmental plans.

Parents

Parents are responsible for monitoring student's academic progress and attendance. This will be accomplished by three-week eligibility checks and parent/teacher conferences. Each teacher's classroom environmental plan includes Expectation Section.

Transportation Policy

The district covers approximately 2,600 square miles. We operate 37 buses and employ 35 transportation employees. We have students on buses from 5:00 A.M. to 8:45 P.M.

School Honors

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

Award/Honor	Year
ü FSP Five - Star Best Practices Award	1998
ü Hospitality Services Best Practice Award	1999
ü Intel Outstanding Teacher Award	1999
ü National Busch Gardens Environmental Award	2000

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	268	268	69846	100	100	100	691	691	699	23	23	21	12	12	11	54	54	49	12	12	18
All Students (Prior Year)	231	231	65934	100	100	100	494	494	492	40	40	43	23	23	18	26	26	24	12	12	15
Female	115	115	34328	100	100	99	708	708	702	12	12	19	11	11	12	61	61	51	15	15	18
Male	153	153	35509	100	100	100	678	678	696	31	31	23	12	12	11	48	48	48	9	9	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	199	199	4785	100	100	100	690	690	671	25	25	39	12	12	17	56	56	39	6	6	5
White	63	63	36421	100	100	99	694	694	714	12	12	12	12	12	8	47	47	54	29	29	26
Students with Disabilities	46	46	7690	100	100	100	622	622	593	73	73	64	11	11	14	16	16	21	0	0	2
Students without Disabilities	222	222	62220	100	100	99	707	707	712	11	11	16	12	12	11	63	63	53	14	14	20
Limited English Proficient Students	43	43	5834	100	100	100	670	670	612	30	30	46	15	15	20	54	54	31	2	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	147	147	21421	100	100	92	684	684	686	32	32	35	11	11	15	54	54	43	3	3	7
Non-Economically Disadvantaged	121	121	48489	100	100	100	699	699	704	11	11	15	13	13	10	54	54	52	22	22	23

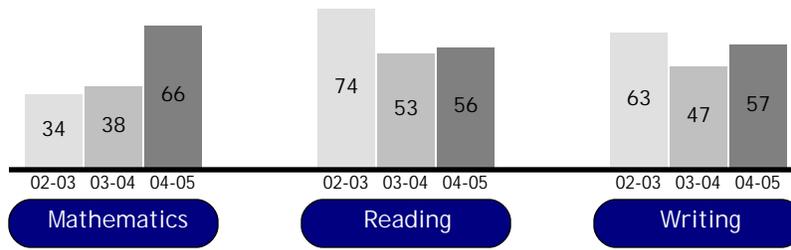
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	274	274	71311	100	100	100	678	678	694	15	15	7	29	29	21	51	51	63	5	5	9
All Students (Prior Year)	253	253	68162	100	100	100	508	508	509	17	17	18	31	31	24	45	45	51	8	8	8
Female	120	120	34899	100	100	100	699	699	700	4	4	5	28	28	19	61	61	66	7	7	10
Male	154	154	36430	100	100	100	661	661	688	24	24	9	29	29	22	44	44	61	3	3	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	204	204	5110	100	100	100	671	671	661	17	17	14	34	34	38	49	49	46	0	0	2
White	64	64	36841	100	100	99	696	696	713	10	10	3	13	13	12	57	57	72	20	20	13
Students with Disabilities	48	48	8021	100	100	100	604	604	590	52	52	27	40	40	42	8	8	29	0	0	1
Students without Disabilities	226	226	63379	100	100	100	695	695	707	7	7	5	26	26	18	61	61	68	6	6	10
Limited English Proficient Students	49	49	6402	100	100	100	651	651	596	23	23	25	35	35	44	42	42	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	153	153	22243	100	100	93	665	665	677	21	21	14	37	37	32	41	41	51	1	1	3
Non-Economically Disadvantaged	121	121	49157	100	100	100	694	694	702	8	8	4	18	18	16	65	65	69	9	9	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	273	273	70868	100	100	100	675	675	688	8	8	5	35	35	23	51	51	63	6	6	9
All Students (Prior Year)	253	253	67629	100	100	100	509	509	524	30	30	22	23	23	16	44	44	59	3	3	3
Female	125	125	34710	100	100	99	697	697	697	4	4	3	26	26	19	60	60	66	9	9	12
Male	148	148	36176	100	100	100	656	656	678	10	10	7	43	43	27	44	44	59	3	3	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	202	202	5001	100	100	100	672	672	661	8	8	9	42	42	41	48	48	48	2	2	2
White	65	65	36710	100	100	99	682	682	702	7	7	2	15	15	15	59	59	69	20	20	13
Students with Disabilities	44	44	7900	100	100	100	590	590	580	39	39	22	45	45	49	14	14	28	2	2	1
Students without Disabilities	229	229	63054	100	100	99	693	693	701	1	1	3	33	33	20	59	59	67	7	7	10
Limited English Proficient Students	44	44	6308	100	100	100	650	650	591	12	12	19	42	42	47	44	44	33	2	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	148	148	21994	100	100	92	665	665	673	11	11	10	44	44	36	43	43	52	1	1	3
Non-Economically Disadvantaged	125	125	48960	100	100	100	687	687	694	4	4	3	25	25	18	61	61	67	11	11	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	96	35	35	41	64	33	NA	42	76	46	46	51
	Language	98	38	38	42	67	36	36	42	76	45	45	50
	Mathematics	98	64	64	60	70	65	65	63	75	49	49	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/](http://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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement
- Ü Curriculum Development
- Ü Textbook Recommendation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	66.00
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	7	0	6
4 to 6 years	8	4	0	1
7 to 9 years	1	4	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Four Large Computer Labs
- Ü Cultural Arts Building
- Ü School Library

Extracurricular Activities

- Ü AIA Competition in 4A Conf. (15 Sports)
- Ü Musical Groups (Band/Chorus/Orchestra)
- Ü Student Government Organizations
- Ü Career Technical Education Clubs (VICA)

Social Services

- Ü Community College and Library
- Ü GED/Literacy Courses
- Ü Adult Education
- Ü Community Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Committees have been established to begin implementation of the Effective Schools Model.
  
- ü Site Council development has continued to improve and is supporting the School Improvement Plan.
  
- ü State 4A cross Country Champions 2004-05
  - WGI Champions
  - Girls' Basketball State Runner-up
  - Multiple #1 place standings in Skills USA.
- ü Began awarding academic letters for 3.5 GPA or better.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	32	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	31	96	95	81
Retention Rate <sup>9</sup>	16	1	1	3
Dropout Rate <sup>10</sup>	25	0	1	6
Status Unknown <sup>11</sup>	12	0	1	4
Graduation Rate <sup>12</sup>	67	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 enforceable rules concerning violent acts. The district has hired a School Resource Officer. All visitors to the campus are required to check-in at the front office. Members of the crisis team have radio contact with each other and police.

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) :

96

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	Perry Berry	(928) 608-4144
Transportation Policy	Kathy Wagnon	(928) 608-4131
Community Resources	Mike Bryan	(928) 608-4159
School Nutrition Programs	Shawna Leach	(928) 608-4102
Parent Organization	Carl Ellard	(928) 645-1656
Student Health/Nurse		

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](http://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."

ACHIEVEMENT PROFILES

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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 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.