

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Lake View Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Page Unified District  
1801 N. Navajo Drive, Page, AZ 86040  
Mailing Address: P.O. Box 1927, Page, AZ 86040-1927

Principal: Mrs. Karen Johnson  
Schedule: 7:30 AM to 4:00 PM  
Web Address: Unpublished or Unavailable  
E-mail: [kjohnson@pageud.k12.az.us](mailto:kjohnson@pageud.k12.az.us)

Grades: K-5  
2002 Enrollment: 603  
Phone: (928) 608-4202  
Fax: (928) 645-5059

## ∨ School Overview ∨

### Mission

Lake View Elementary School is a positive, safe environment where an enthusiasm for learning is shared by all. The staff is dedicated to educating all students to high levels of academic growth with an emphasis on reading, writing and math. Through teamwork, the Lake View community is developing children who are socially, emotionally and academically successful.

### Organization and Philosophy

- w Traditional Classroom Organization
- w Team-based Learning
- w Effective Schools Model
- w Parental Involvement

### School/Academic Goals

- w By May 2004, all third grade students will meet or exceed the Arizona Reading Standards.
- w By May 2005, ninety percent of fifth graders will meet or exceed the Arizona Math Standards.

### Instructional Programs

- w Success For All Reading
- w Math Wings Program
- w On-site Special Education
- w Gifted
- w Tutoring
- w Art/Music/PE/Computer/Library Classes
- w All-day Kindergarten

- w By May 2005, ninety percent of fifth graders will meet or exceed the Arizona Writing Standards.
- w The attendance rate at Lake View will maintain an average of 97%.

### Enrollment

October 1, 2001 School Year Student Enrollment:	630
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	11

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Curriculum Development
- w Textbook Selection
- w School Improvement
- w Program Evaluation

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	12.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	5	0	0	0
7 to 9 years	2	0	0	0
10 or more years	13	9	0	0

∨ **Shared Responsibilities** ∨

**School**

The school has the responsibility to provide a safe and nurturing educational environment that is child-centered. Lake View will provide students with learning opportunities that meet individual needs and which will accelerate achievement. The school will use multiple assessments and inform parents of student progress. In the best interest of children, open communication will exist between parents, teachers and administration.

**Parents**

It is the parent's right and responsibility, as the children's first teacher, to take an active role in Lake View's educational program. Parents are urged to assist their children with homework; to assure regular attendance; and to attend family night events, site council and student presentations.

∨ **Transportation Policy** ∨

The district covers approximately 2,600 square miles. Bus routes run from a low of 11 miles to a high of 68 miles one way. We operate 51 bus routes (44 regular and 7 special needs) averaging 2,301 miles per day transporting 1,735 students. We operate 37 buses and employ 35 transportation employees. We have students on buses from 5:00 A.M. to 8:45 P.M. for regularly scheduled to- and from-school routes. Co-curricular activities add approximately 95,000 miles per year to our transportation fleet.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 15 min.      **Last Day of School:** 5/22/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/17/02              1/10/03              3/13/03              5/22/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Media Center
- W Gymnasium/Stage
- W Computer Lab
- W Art Studio

**Extracurricular Activities**

- W Advanced Art
- W Chorus
- W Student Council
- W Violin Classes
- W Mind Raiders (Talented and Gifted)

**School/Community Resources**

- W Lunch Program
- W Counseling Services
- W Crisis Intervention
- W Breakfast Program
- W Health Services

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w Schoolwide, fifty-eight percent of the students scored on or above grade level on the SAT 9 math test.</p>                          | <p>w Sixty-four percent of third graders met or exceeded the reading standards on the AIMS assessment.</p>                                       |
| <p>w In third and fifth grade, an average of fifty percent of students met or exceeded the writing standards on the AIMS assessment.</p> | <p>w Schoolwide, the percentage of students on or above grade level in vocabulary and word study skills increased by 7% in the 2001-02 year.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
NDS	

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>64</b>	<b>518</b>	<b>9%</b>	<b>16%</b>	<b>47%</b>	<b>28%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>70</b>	<b>540</b>	<b>14%</b>	<b>14%</b>	<b>54%</b>	<b>17%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>65</b>	<b>528</b>	<b>2%</b>	<b>25%</b>	<b>40%</b>	<b>34%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>82</b>	<b>503</b>	<b>32%</b>	<b>27%</b>	<b>34%</b>	<b>7%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>80</b>	<b>501</b>	<b>16%</b>	<b>39%</b>	<b>35%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>83</b>	<b>501</b>	<b>6%</b>	<b>47%</b>	<b>14%</b>	<b>33%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	95	58	60	--	--	--
2	Reading	--	--	--	100	32	50	100	34	52	89	41	53	79	57	57
	Language	--	--	--	100	21	40	100	32	43	95	30	44	80	47	48
	Mathematics	--	--	--	100	50	51	100	52	55	95	53	57	80	69	61
3	Reading	91	24	47	100	30	47	100	29	48	93	31	50	76	45	50
	Language	91	26	49	100	30	51	100	37	54	93	39	56	79	50	57
	Mathematics	92	19	46	100	36	49	100	49	52	93	51	54	78	54	56
4	Reading	92	38	53	100	31	54	85	37	54	87	41	55	68	52	55
	Language	94	31	47	100	30	49	86	33	48	93	35	50	68	41	50
	Mathematics	94	30	51	100	43	54	89	51	55	92	51	57	69	57	58
5	Reading	92	33	51	100	43	51	86	35	51	87	45	51	67	47	53
	Language	92	22	42	100	36	44	85	32	45	90	38	45	67	42	47
	Mathematics	93	29	51	100	46	54	89	55	55	90	59	57	67	65	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>64</b>	<b>56</b>
<b>Grades 3-4</b>	<b>83</b>	<b>69</b>
<b>Grades 4-5</b>	<b>73</b>	<b>76</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

**School-level Efforts to Ensure a Safe and Healthy Learning Environment**

Students are trained annually in a conflict resolution program that teaches non-violent problem-solving strategies. STOP Center was created so teachers can send students who repeatedly disrupt the learning environment. Several resources for counseling are active in our school to help students with emotional issues. The district Crisis Plan is being implemented with training for staff and students. All staff at Lake View take an active role in ensuring rules are respected by all students.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,233	\$1,998,394
Classroom Supplies	\$55	\$34,268
Administration	\$495	\$305,895
Support Services-Students	\$218	\$134,479
Other Support Services and Operations	\$913	\$563,996
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,914</b>	<b>\$3,037,032</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Karen Johnson	(928) 608-4202	
<b>Transportation Policy</b>	Kathy Wagnon	(928) 608-4131	
<b>Community Resources</b>	Maria Franciosi	(928) 608-4201	
<b>School Nutrition Programs</b>	Shawna Leach	(928) 608-4102	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Patricia Kent	(928) 608-4200	

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.

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