



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1801 North Navajo, 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Cheryl Chuckluck
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.pageschools.org/lakeview
 Phone Number : (928) 608-4200
 Fax Number : (928) 645-5059
 E-mail : cchuckluck@pageud.k12.az.us

Mission

Lake View Elementary School is a positive, safe environment where an enthusiasm for learning is shared by all. Through teamwork, the Lake View community is developing children who are socially, emotionally and academically successful.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By May 2006, the number of students meeting or exceeding the Arizona reading standards will increase by 6%.
- ü By May 2006, sixty-three percent of students who take AIMS will meet or exceed the reading standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 631
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Instructional Programs

- Success For All Reading/Math
- Intervention for Reading and Language
- On-site Special Education
- Gifted services
- Full-day kindergarten
- Fine Arts programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Lake View will: Provide a safe and nurturing educational environment; Provide learning opportunities that meet individual needs and accelerate achievement; Use multiple assessments and inform parents of student progress on a frequent basis.

Parents

It is the parent's right and responsibility 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.

Transportation Policy

The district covers approximately 2,600 square miles. Bus routes run from 11 miles to 68 miles one way. We have students on buses from 5:00 A.M. to 8:45 P.M. for school routes. Good student behavior is important for safety and the rules are enforced.

School Honors

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

Award/Honor	Year
• Odyssey of the Mind World Competition Competitors	2005

3rd 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	114	211	80010	100	100	99	437	426	447	17	20	10	20	26	18	46	44	53	17	9	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	97	38935	100	98	99	449	431	447	4	12	9	19	30	19	58	48	55	19	9	17
Male	66	114	40974	100	100	98	429	422	448	26	27	11	21	23	18	38	40	52	15	10	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	73	161	3979	100	99	96	416	413	424	23	25	17	29	31	30	42	40	47	5	3	6
White	34	38	35142	100	100	99	480	476	465	3	3	5	6	8	11	50	53	56	41	37	28
Students with Disabilities	29	43	10161	100	100	93	387	393	419	55	53	28	24	19	28	17	26	36	3	2	8
Students without Disabilities	85	168	69849	100	99	100	454	435	451	4	12	7	19	28	17	56	49	56	21	11	19
Limited English Proficient Students	NC	29	14013	NC	100	97	NC	392	413	NC	41	24	NC	38	34	NC	21	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	114	211	40981	100	100	100	437	426	462	17	20	6	20	26	13	46	44	54	17	9	27

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	114	211	79438	100	100	98	440	432	451	17	14	9	24	36	24	51	45	56	9	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	97	38775	100	98	99	457	442	457	6	5	7	19	40	22	63	47	58	13	7	13
Male	66	114	40560	100	100	97	427	423	446	24	22	12	27	32	25	42	43	54	6	4	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	73	161	3940	100	99	95	420	420	429	23	17	14	32	43	36	44	39	47	1	1	3
White	34	38	34887	100	100	98	476	474	471	3	3	4	12	11	15	62	66	63	24	21	18
Students with Disabilities	29	43	9588	100	100	88	384	392	416	59	49	30	28	30	32	14	21	34	NA	NA	5
Students without Disabilities	85	168	69850	100	99	100	459	442	456	2	5	7	22	37	23	64	51	59	12	7	12
Limited English Proficient Students	NC	29	13856	NC	100	96	NC	402	407	NC	21	27	NC	62	43	NC	17	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	114	211	40753	100	100	99	440	432	467	17	14	5	24	36	16	51	45	62	9	5	17

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	114	210	79971	100	99	99	421	420	423	10	7	8	37	46	41	50	45	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	97	38974	100	98	99	445	438	437	2	1	5	29	40	33	60	55	57	8	4	4
Male	66	113	40895	100	100	98	403	404	410	15	12	10	42	51	47	42	37	41	NA	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	73	160	3995	100	99	96	404	412	409	14	8	10	41	51	47	45	41	42	NA	NA	1
White	34	38	35150	100	100	99	449	448	437	3	3	5	29	29	35	59	61	56	9	8	5
Students with Disabilities	29	43	10258	100	100	94	372	373	377	24	23	23	59	56	51	17	21	25	NA	NA	1
Students without Disabilities	85	167	69713	100	99	100	438	432	429	5	2	5	29	44	39	61	51	52	5	2	3
Limited English Proficient Students	NC	29	13985	NC	100	97	NC	396	382	NC	14	18	NC	55	54	NC	31	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	114	210	40977	100	99	100	421	420	437	10	7	5	37	46	34	50	45	56	4	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th 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	110	221	80147	100	100	99	470	462	482	15	17	11	24	24	17	43	46	49	19	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	99	39281	100	98	99	474	466	483	11	13	9	26	27	17	48	47	50	15	12	24
Male	63	121	40780	100	100	98	469	459	482	16	20	12	22	21	17	40	45	48	22	14	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	64	154	4117	100	100	96	452	450	456	20	21	19	31	27	27	44	49	46	5	3	8
White	42	59	36122	100	100	99	494	494	501	7	5	5	12	15	10	43	42	50	38	37	35
Students with Disabilities	27	41	10295	100	100	92	429	421	443	41	46	33	26	29	26	33	24	33	NA	NA	8
Students without Disabilities	83	180	69852	100	100	100	484	471	488	6	11	7	23	23	16	46	51	51	25	16	26
Limited English Proficient Students	NC	35	12722	NC	100	97	NC	422	441	NC	46	27	NC	26	33	NC	29	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	NC	38371	--	NC	97	--	NC	465	--	NC	15	--	NC	23	--	NC	49	--	NC	13
Non-Economically Disadvantaged	110	220	41776	100	100	100	470	462	498	15	17	6	24	24	11	43	46	49	19	13	33

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	109	220	79686	100	100	98	463	456	470	11	15	11	26	29	24	59	52	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	99	39163	100	98	99	470	465	475	2	8	9	30	28	22	65	60	60	2	4	10
Male	62	120	40438	98	100	97	460	449	465	16	20	13	23	29	25	55	47	54	6	4	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	63	153	4087	100	100	96	443	443	446	14	18	16	38	37	38	48	44	44	NA	1	2
White	42	59	35914	100	100	98	489	490	489	7	7	5	10	7	15	71	75	67	12	12	14
Students with Disabilities	27	41	9808	100	100	87	416	412	432	41	46	35	33	34	32	26	20	30	NA	NA	3
Students without Disabilities	82	179	69878	100	99	100	479	466	475	1	8	8	23	27	23	70	60	61	6	5	9
Limited English Proficient Students	NC	35	12594	NC	100	96	NC	411	422	NC	43	34	NC	46	45	NC	11	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	NC	38095	--	NC	97	--	NC	452	--	NC	17	--	NC	32	--	NC	48	--	NC	3
Non-Economically Disadvantaged	109	219	41591	100	100	99	463	456	486	11	15	6	26	29	16	59	52	65	5	4	13

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	109	219	80372	100	100	99	480	475	475	4	4	4	23	27	30	71	66	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	99	39452	100	98	99	499	497	488	NA	NA	3	13	18	22	80	76	72	7	6	3
Male	63	120	40836	100	100	98	466	457	464	6	7	6	30	35	37	63	58	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	63	152	4128	100	99	97	468	466	464	5	5	4	25	30	39	70	64	56	NA	1	1
White	42	59	36213	100	100	99	493	498	489	2	2	2	21	17	22	74	78	72	2	3	3
Students with Disabilities	27	40	10526	100	100	94	430	422	427	11	13	15	59	60	53	30	28	31	NA	NA	1
Students without Disabilities	82	179	69846	100	99	100	497	487	482	1	2	3	11	20	26	84	75	69	4	3	2
Limited English Proficient Students	--	34	12747	--	100	97	--	438	432	--	6	12	--	53	52	--	41	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	NC	38521	--	NC	98	--	NC	461	--	NC	6	--	NC	38	--	NC	55	--	NC	1
Non-Economically Disadvantaged	109	218	41851	100	100	100	480	475	489	4	4	3	23	28	22	71	66	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	87	164	79306	98	100	99	508	496	504	15	19	13	9	16	20	59	52	49	17	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	74	38845	95	99	99	518	502	505	7	16	11	12	18	20	59	47	50	22	19	18
Male	46	89	40383	100	100	98	499	492	504	22	21	14	7	15	19	59	56	47	13	8	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	44	113	4034	98	100	97	487	481	479	25	26	22	14	20	29	55	48	43	7	6	7
White	35	39	36234	95	98	99	536	536	523	3	3	6	6	5	13	57	59	52	34	33	28
Students with Disabilities	16	29	10286	100	100	91	449	443	462	69	69	41	6	10	27	25	21	27	NA	NA	5
Students without Disabilities	71	135	69020	97	100	100	521	507	510	3	8	9	10	17	18	66	59	52	21	16	21
Limited English Proficient Students	NC	28	10291	NC	100	96	NC	451	458	NC	43	38	NC	39	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	87	164	41869	98	100	100	508	496	521	15	19	7	9	16	14	59	52	51	17	13	27

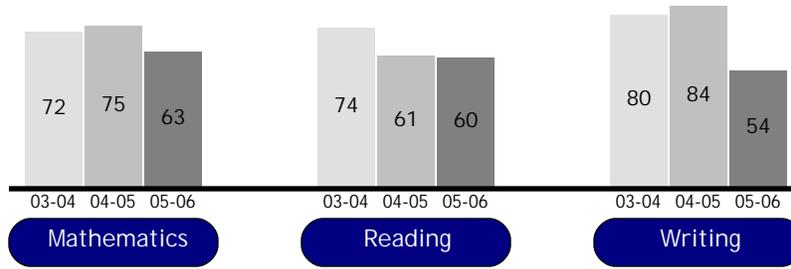
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	164	79000	98	100	98	489	480	489	8	10	10	22	30	24	62	53	58	8	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	74	38774	95	99	99	494	482	494	2	8	7	24	32	22	63	53	61	10	7	10
Male	46	89	40150	100	100	98	484	478	485	13	12	12	20	29	25	61	53	55	7	6	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	44	113	4016	98	100	96	468	466	467	14	14	14	36	41	37	45	42	46	5	3	2
White	35	39	36135	95	98	98	515	517	508	NA	NA	4	9	8	14	77	79	67	14	13	15
Students with Disabilities	16	29	9991	100	100	88	441	436	449	44	48	33	25	28	36	31	24	29	NA	NA	2
Students without Disabilities	71	135	69009	97	100	100	499	490	495	NA	2	6	21	31	22	69	59	62	10	7	10
Limited English Proficient Students	NC	28	10199	NC	100	95	NC	438	439	NC	32	35	NC	57	47	NC	11	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	87	164	41766	98	100	99	489	480	505	8	10	5	22	30	16	62	53	65	8	6	14

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	88	165	79611	99	100	99	502	491	496	6	5	7	31	44	37	64	51	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	75	39016	98	100	99	509	502	511	5	3	4	24	36	29	71	61	66	NA	NA	1
Male	46	89	40519	100	100	98	496	481	482	7	7	10	37	51	44	57	43	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	45	114	3992	100	100	96	489	480	478	9	6	10	38	52	46	53	42	44	NA	NA	0
White	35	39	36380	95	98	99	517	515	511	3	3	4	23	28	30	74	69	65	NA	NA	1
Students with Disabilities	16	29	10664	100	100	94	440	432	440	25	21	23	56	66	54	19	14	22	NA	NA	1
Students without Disabilities	72	136	68947	99	100	100	515	503	504	1	1	4	25	40	34	74	59	61	NA	NA	1
Limited English Proficient Students	NC	28	10362	NC	100	97	NC	458	438	NC	7	22	NC	71	57	NC	21	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	88	165	41985	99	100	100	502	491	511	6	5	4	31	44	30	64	51	65	NA	NA	1

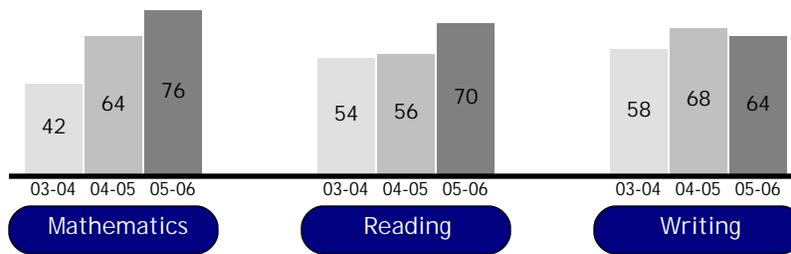
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	57	NA	58	100	40	36	47	97	43	37	46
	Language	92	49	51	50	100	36	36	47	97	35	34	48
	Mathematics	99	60	67	64	100	39	35	50	97	44	37	52
3	Reading	96	50	NA	55	99	44	40	44	100	43	34	46
	Language	90	65	52	61	99	39	36	44	100	34	30	46
	Mathematics	96	74	55	61	99	54	46	51	100	48	39	52
4	Reading	95	48	NA	56	100	49	43	48	100	46	43	52
	Language	93	46	42	52	100	47	40	49	100	41	39	52
	Mathematics	97	65	58	61	100	63	53	53	100	54	50	58
5	Reading	97	53	NA	55	99	45	42	50	99	58	50	56
	Language	100	40	39	49	99	40	37	50	99	48	41	54
	Mathematics	100	61	58	63	99	48	43	49	99	61	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	3.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	0	0	0
10 or more years	17	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Art/Music Studios
- Ü Computer Labs

Extracurricular Activities

- Ü Advanced Art
- Ü Navajo Culture Club
- Ü Choir
- Ü Odyssey (Talented and Gifted)
- Ü History Club
- Ü Student Council
- Ü Yearbook

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Based on 3rd and 5th grade AIMS reading scores, Lake View increased the number of students meeting or exceeding by 17% in 2005.

ü Eighty-four percent of kindergarteners met reading readiness benchmarks by the end of kindergarten in May 2005.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Students are trained in a conflict resolution program that teaches problem-solving strategies. STOP Center, a responsible thinking program, was created so students who repeatedly disrupt the learning environment can learn to make better decisions. The Rainbow of Safety is a program implemented to improve tolerance and understanding among students and to promote a Hurt-Free School environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Cheryl Chuckluck	(928) 608-4202
Transportation Policy	Kathy Wagnon	(928) 608-4131
Community Resources	Todd Glasenapp	(928) 608-4201
School Nutrition Programs	Shawna Leach	(928) 608-4102
Parent Organization		
Student Health/Nurse	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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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