

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Lowell Elementary School

Mesa Unified District
920 E. Broadway Road, Mesa, AZ 85204-2198

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

Principal: Miss Sandi Kuhn

Schedule: 7:30 AM to 3:30 PM

Web Address: www.mesa.k12.az.us

E-mail: Unpublished or Unavailable

Grades: Pre-K-6

2002 Enrollment: 886

Phone: (480) 472-1400

Fax: (480) 472-1482

∨ School Overview ∨

Mission

Lowell Elementary School faculty believes that all children can learn. We teach to the Arizona Academic Standards. We acknowledge that teachers, parents and administrators working together will make a positive difference in student achievement. Our goal is to develop each child to reach his or her maximum potential and to become responsible, literate, thinking and contributing members of a multicultural society.

Organization and Philosophy

- w Traditional
- w Sheltered English Immersion Classrooms
- w Specialized Instruction for ELL Students
- w Meeting the Needs of All Learners

Instructional Programs

- w Traditional Classrooms
- w Sheltered English Immersion Classrooms
- w Primary and Intermediate MIMD Classes
- w 2 Full-day Kindergarten Classrooms
- w Family Tree
- w Title I Program
- w Mesa Early Learning Program - Preschool
- w Young Learners Kindergarten

School/Academic Goals

- w Improve reading, math and writing skills. This year we are implementing the Step Up to Writing program in all classrooms. This program gives students a process for writing.
- w Improve utilization of current technology. Students have access to Mac computers in their classrooms and the media center. Our computer lab is PC-based. Students learn keyboarding and computer use, including locating information on the Internet.
- w Improve parental involvement and communication. Parenting workshops will be provided to our parents. We will show parents how they can assist their children with school-related tasks.
- w Develop awareness and respect for other cultures. We embrace all cultures, providing activities related to the various cultures and traditions.

Enrollment

October 1, 2001 School Year Student Enrollment:	863
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	252

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Student Discipline
- w Dress Code
- w Student Recognition
- w Traffic and Safety Issues
- w School Policies and Procedures
- w Parent Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	13.00	Teacher Aide	38.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	0	2	0	0
10 or more years	5	26	0	0

∨ **Shared Responsibilities** ∨

School

The Lowell staff maintains open lines of communication with our families. Parents are invited to participate in Title I workshops to help their children be successful. Classrooms have an open door policy. Parents are encouraged to visit classrooms and become involved in school and classroom activities. Working in partnership with parents, we strive to make Lowell a positive learning environment for all students.

Parents

Parents support the school program and their child as they learn and grow at Lowell School. School attendance is important. Parents encourage students to do their best. We work with parents to set high expectations concerning their child's school work. Parents support their child when they provide a time and place for study in the home. We encourage children to share school successes and challenges with parents. As a team; parents, children and teachers, we foster student growth and success.

∨ **Transportation Policy** ∨

Busing is provided for all students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education and 504 students is addressed in the IEP and provided by the district.

∨ **Calendar Information** ∨

Number of Instruction Days: 180 **First Day of School:** 8/15/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/21/02 1/21/03 3/21/03 5/29/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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 Computer Lab
- W Space Center/Flight Center
- W Community Center
- W New Classroom Building

Extracurricular Activities

- W Afterschool Tutoring in Core Areas
- W Student Council
- W Open Gym
- W Afterschool Sports
- W Orchestra/Band
- W YMCA Evening Classes

School/Community Resources

- W Breakfast Program
- W Counseling Services/Crisis Intervention
- W Adult Education
- W Clothing/Food Banks
- W Lunch Program
- W Parent Liaison
- W Family Tree
- W ESL Support

∨ 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 Test scores continue to improve. We focus on the core areas of reading, math and writing.</p> | <p>w Lowell is considered an all SEI (Sheltered English Immersion) School. All classrooms are integrated. Our students learn together and learn from each other.</p> |
| <p>w Lowell has designed a Space Center which is available to teachers and students.</p> | <p>w The district houses a state-of-the-art flight center on our campus. Fifth grade students from across the district come to our center and spend a day learning about flight. Students have the opportunity to fly a helicopter in our flight simulator.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	29.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Arizona Elementary Counselor of the Year	2001
Teacher of the Month	2000
Target Stored Adopted Lowell School	2001

∨ 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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	92	511	13%	25%	45%	17%
	School State	58840	524	9%	17%	45%	29%
Writing	School	90	520	18%	18%	58%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	88	506	14%	35%	28%	23%
	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

Reading	School	79	496	25%	38%	27%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	78	484	29%	33%	32%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	81	480	12%	54%	16%	17%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	35	52	60	--	--	--
2	Reading	--	--	--	100	47	50	62	36	52	51	41	53	33	46	57
	Language	--	--	--	100	40	40	65	23	43	55	30	44	35	34	48
	Mathematics	--	--	--	100	49	51	62	37	55	50	54	57	35	58	61
3	Reading	93	29	47	100	40	47	66	34	48	68	33	50	68	35	50
	Language	93	31	49	100	41	51	68	39	54	73	36	56	69	37	57
	Mathematics	92	40	46	100	55	49	69	51	52	68	54	54	71	54	56
4	Reading	100	35	53	100	38	54	62	43	54	60	41	55	67	35	55
	Language	100	34	47	100	39	49	68	38	48	63	35	50	68	29	50
	Mathematics	100	46	51	100	46	54	65	61	55	63	53	57	65	43	58
5	Reading	93	31	51	100	33	51	86	28	51	66	30	51	75	35	53
	Language	93	23	42	100	31	44	85	26	45	74	26	45	77	34	47
	Mathematics	95	37	51	100	44	54	87	33	55	70	48	57	75	50	59
6	Reading	84	35	53	100	40	54	75	37	53	64	34	54	70	41	56
	Language	98	25	41	100	35	44	75	30	44	69	28	45	74	31	47
	Mathematics	91	54	57	100	59	59	78	53	60	69	50	63	73	63	65

∨ **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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	71	76
Grades 3-4	88	55
Grades 4-5	71	67
Grades 5-6	85	95
Grades 6-7	***	***

*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

The faculty and staff at Lowell take the issue of student safety very seriously, promoting the idea of respect. All students are asked to live the Lowell Roadrunner pledge. Roadrunners promise to: Treat others the way they would like to be treated. Complete all assignments to the best of their ability. Use active listening when someone is talking. Be a Lowell model student by following classroom rules. When we all work together we help to make Lowell a safe place to learn and grow.

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).

0

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	\$3,088	\$2,570,641
Classroom Supplies	\$43	\$36,070
Administration	\$436	\$362,750
Support Services-Students	\$122	\$101,855
Other Support Services and Operations	\$616	\$512,361
Total Expenditures- All Categories 2000-2001	\$4,305	\$3,583,677

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
School Site Council	Roberta Witkin	(480) 472-1400	
Transportation Policy	Community Relations	(480) 472-7201	
Community Resources	Sandi Kuhn	(480) 472-1400	
School Nutrition Programs	Susan Humston	(480) 472-1469	
Parent Organization	Lowell School	(480) 472-1400	
Student Health/Nurse	Sally Beck	(480) 472-1485	

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.

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