

Lowell Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

920 E. Broadway Road, Mesa, AZ 85204

Mesa 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

Year 1

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Miss Sandi Kuhn
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-6
2003 Enrollment : 779
Web Address : www.mesa.k12.az.us
Phone Number : (480) 472-1400
Fax Number : (480) 472-1482
E-mail :

Mission

Lowell School provides a safe environment where student learning is our focus. Instruction is tied to state academic standards. We provide remediation for students needing extra assistance and enrichment for those students achieving standards.

School / Academic Goals

- ü Improve reading, math and writing skills. Our K-3 classrooms provide 90 minutes of uninterrupted literacy instruction each day. Our goal is for all students to be reading on grade level when they exit third grade.
- ü Improve parental involvement and communication. Parenting workshops are provided to show parents how they can assist their children with school-related tasks.

Instructional Programs

- ü Traditional Classrooms
- ü Sheltered English Immersion Classrooms
- ü Primary and Intermediate MIMD Classes
- ü Transitional First Grade Classroom

Enrollment

October 1, 2002 School Year Student Enrollment : 909
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 245

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

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

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	12.80	Teacher Aide	32.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	5	27	0	0

Shared Responsibilities

School

Home/school partnership is a must. Parent workshops are provided. Parents are encouraged to visit classrooms, becoming involved in school/classroom activities. Working in partnership, we create a positive learning environment for all students.

Parents

Our parents set high expectations concerning their child's academic performance. We encourage children to share school successes and challenges with parents. As a team; parents, children and teachers, we foster student growth and success.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü Afterschool Tutoring in Core Areas
- ü Student Council
- ü Orchestra/Band
- ü After School Pom and Cheer

Social Services

- ü Breakfast/Lunch Program
- ü ESL Support
- ü Counseling Services/Crisis Intervention
- ü Parent Liaison

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 provided by the district.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Test scores continue to improve. We focus on the core areas of reading, math and writing.

- ü Lowell is considered an all SEI (Sheltered English Immersion) School. All classrooms are integrated. Our students learn together and learn from each other.

School Honors

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

Award/Honor	Year
ü Arizona Elementary Counselor of the Year	2001
ü Teacher of the Month	2000
ü Target Stored Adopted Lowell School	2001
ü Reading First School	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	23	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	61
Grades 3-4	64	61
Grades 4-5	68	73
Grades 5-6	86	91

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	128	5599	75372	100	98	101	563	536	523	0	5	9	12	18	25	27	38	36	62	39	30
All Students (Prior Year)	107	5637	70809	NA	NA	NA	506	529	518	14	6	11	35	21	27	28	37	35	23	36	27
Female	62	2725	36901	97	99	101	550	536	524	0	5	8	8	19	25	44	38	36	48	39	31
Male	66	2874	38385	103	98	101	574	536	523	0	5	9	15	17	24	11	38	36	74	39	30
African American	--	186	3589	--	96	96	--	516	501	--	9	18	--	30	33	--	39	33	--	22	16
Hispanic	122	1758	29103	99	98	99	567	522	510	0	6	12	11	25	31	23	42	36	66	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	--	224	5086	--	100	114	--	502	491	--	17	22	--	33	38	--	34	28	--	16	12
White	NC	3280	34597	NC	98	98	NC	544	535	NC	3	4	NC	14	20	NC	37	38	NC	46	38
Students with Disabilities	12	544	8057	120	101	99	NA	500	496	NA	23	23	NA	25	31	NA	29	28	NA	23	17
Students without Disabilities	116	5055	67315	98	98	101	563	539	525	0	4	8	12	17	24	27	39	37	62	40	31
Limited English Proficient Students	76	606	16925	101	109	112	NA	490	482	NA	14	27	NA	39	40	NA	43	26	NA	4	7
Migrant Students	NC	47	869				NC	519	501	NC	10	17	NC	24	30	NC	43	39	NC	24	14
Economically Disadvantaged	126	2269	26325				563	519	504	0	8	15	12	26	34	27	40	33	62	26	18
Non-Economically Disadvantaged	NC	3330	49047				NC	546	530	NC	3	6	NC	13	21	NC	37	37	NC	47	35

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	128	5584	75221	100	98	101	531	528	523	0	5	8	23	12	16	49	59	56	28	23	21
All Students (Prior Year)	121	5645	70860	NA	NA	NA	511	532	524	13	5	9	25	13	17	45	47	45	17	36	30
Female	63	2719	36833	98	98	100	527	531	526	0	4	6	19	11	15	58	59	56	23	25	23
Male	65	2865	38319	102	98	101	535	525	520	0	6	9	26	13	17	41	59	56	33	22	18
African American	--	187	3597	--	96	97	--	516	510	--	9	14	--	20	22	--	57	53	--	14	11
Hispanic	122	1750	29019	99	98	99	533	518	513	0	7	12	21	18	21	50	60	55	29	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	--	221	5071	--	99	114	--	507	502	--	17	20	--	23	27	--	50	46	--	10	8
White	NC	3278	34543	NC	98	97	NC	533	531	NC	4	4	NC	9	12	NC	59	58	NC	28	26
Students with Disabilities	11	543	8006	110	100	99	NA	501	505	NA	26	22	NA	22	23	NA	41	42	NA	11	13
Students without Disabilities	117	5041	67215	99	98	101	531	530	524	0	4	7	23	12	16	49	60	56	28	24	21
Limited English Proficient Students	75	598	16853	100	107	112	NA	487	489	NA	19	29	NA	48	36	NA	33	32	NA	0	3
Migrant Students	NC	48	866				NC	519	503	NC	5	19	NC	18	23	NC	50	49	NC	27	8
Economically Disadvantaged	126	2266	26256				531	516	509	0	10	14	23	19	24	49	57	51	28	14	11
Non-Economically Disadvantaged	NC	3318	48965				NC	534	528	NC	3	5	NC	8	13	NC	60	58	NC	29	24

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	126	5503	73654	98	97	99	532	530	530	10	7	9	15	12	13	63	77	70	12	5	7
All Students (Prior Year)	117	5419	68592	NA	NA	NA	520	546	542	18	6	9	18	10	12	58	67	63	7	16	16
Female	61	2681	36239	95	97	99	527	536	537	8	5	7	24	10	11	60	78	72	8	8	10
Male	65	2821	37301	102	96	98	537	525	523	11	8	12	7	13	15	67	75	68	15	3	5
African American	--	185	3488	--	95	94	--	517	515	--	12	16	--	17	18	--	67	62	--	3	4
Hispanic	120	1731	28348	98	97	96	533	522	520	11	9	13	13	15	17	64	72	65	13	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	--	221	4947	--	99	111	--	509	507	--	17	22	--	21	22	--	61	53	--	1	3
White	NC	3221	33924	NC	96	96	NC	535	537	NC	4	5	NC	10	10	NC	80	75	NC	6	9
Students with Disabilities	10	512	7306	100	95	90	NA	501	506	NA	28	24	NA	19	20	NA	49	52	NA	4	4
Students without Disabilities	116	4991	66348	98	97	100	532	532	531	10	5	8	15	11	13	63	78	71	12	5	8
Limited English Proficient Students	74	591	16422	99	106	109	NA	492	495	NA	33	30	NA	22	27	NA	44	43	NA	0	0
Migrant Students	NC	47	849				NC	526	511	NC	14	19	NC	18	22	NC	64	56	NC	5	4
Economically Disadvantaged	126	2230	25711				532	519	514	10	12	16	15	17	19	63	68	61	12	3	3
Non-Economically Disadvantaged	--	3273	47943				--	536	535	--	3	7	--	9	11	--	81	74	--	7	9

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	110	5726	76230	100	98	101	489	517	498	7	6	12	50	31	38	15	13	12	28	50	37
All Students (Prior Year)	100	5695	72888	NA	NA	NA	480	512	494	12	8	14	54	34	40	16	12	12	17	47	34
Female	49	2807	37247	98	98	100	492	517	500	4	5	11	46	33	40	19	13	13	31	49	37
Male	61	2914	38725	102	97	101	485	517	497	11	8	14	54	29	37	11	13	12	25	51	37
African American	--	215	3594	--	93	96	--	490	476	--	15	22	--	42	46	--	12	11	--	32	21
Hispanic	95	1717	28100	98	99	98	495	497	482	2	10	18	51	41	47	15	14	11	32	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	--	241	5292	--	92	113	--	490	463	--	12	31	--	47	47	--	14	8	--	27	14
White	13	3411	35389	118	97	96	477	527	514	18	4	6	45	25	32	18	13	14	18	58	48
Students with Disabilities	NC	563	9022	NC	107	105	NC	475	465	NC	25	31	NC	40	43	NC	13	8	NC	23	17
Students without Disabilities	103	5163	67208	98	97	100	488	519	500	8	5	12	50	30	38	13	13	12	29	52	38
Limited English Proficient Students	54	566	14826	104	111	113	NA	458	460	NA	30	31	NA	54	51	NA	7	8	NA	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	109	2180	25037				489	494	477	7	11	21	50	43	47	15	13	11	28	32	21
Non-Economically Disadvantaged	NC	3546	51193				NC	528	507	NC	4	9	NC	24	35	NC	13	13	NC	59	43

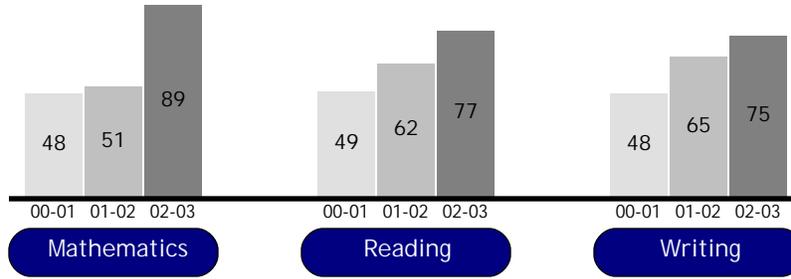
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	5721	76202	101	98	101	503	510	505	20	11	19	31	21	24	44	53	46	5	14	11
All Students (Prior Year)	100	5688	72779	NA	NA	NA	496	510	505	25	13	21	38	19	20	27	48	43	10	20	15
Female	50	2811	37231	100	98	100	511	512	507	19	9	16	15	20	24	59	56	48	7	16	13
Male	61	2906	38718	102	97	101	496	509	503	21	13	22	46	23	24	29	51	44	4	13	10
African American	--	212	3600	--	92	97	--	501	497	--	22	28	--	26	29	--	45	39	--	7	5
Hispanic	96	1708	28090	99	98	98	506	503	497	14	18	28	38	27	30	40	47	37	7	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	--	247	5311	--	95	113	--	499	491	--	20	38	--	30	31	--	44	28	--	6	3
White	13	3411	35371	118	97	96	497	514	512	27	7	10	9	18	20	64	57	54	0	17	16
Students with Disabilities	NC	566	9097	NC	107	106	NC	496	493	NC	29	39	NC	32	27	NC	33	29	NC	6	5
Students without Disabilities	104	5155	67105	99	97	100	503	511	506	21	10	18	30	21	24	43	55	47	6	15	12
Limited English Proficient Students	54	563	14780	104	110	113	NA	485	486	NA	52	50	NA	32	32	NA	16	18	NA	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	110	2173	24961				503	503	495	20	19	32	31	28	30	44	46	34	5	7	4
Non-Economically Disadvantaged	NC	3548	51241				NC	514	509	NC	7	14	NC	18	22	NC	57	51	NC	17	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	108	5622	74692	98	96	99	484	510	502	22	12	18	36	26	27	40	53	47	2	9	8
All Students (Prior Year)	97	5511	70710	NA	NA	NA	484	523	512	29	11	17	33	24	26	32	46	42	5	19	16
Female	50	2776	36710	100	97	99	502	516	509	15	9	14	26	24	26	56	56	50	4	10	10
Male	58	2843	37742	97	95	98	468	504	495	29	16	22	46	27	28	25	50	44	0	7	6
African American	--	210	3516	--	91	94	--	492	487	--	23	26	--	27	31	--	49	39	--	1	4
Hispanic	95	1689	27492	98	97	96	488	493	486	17	20	27	43	33	32	38	44	38	2	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	--	240	5166	--	92	110	--	489	470	--	23	39	--	34	32	--	40	27	--	3	2
White	11	3344	34785	100	95	94	476	519	517	27	9	10	18	23	23	55	58	56	0	11	11
Students with Disabilities	NC	502	8428	NC	95	98	NC	481	472	NC	31	38	NC	29	30	NC	38	29	NC	3	3
Students without Disabilities	104	5120	66264	99	96	99	485	512	503	23	12	17	34	26	27	42	54	48	2	9	8
Limited English Proficient Students	53	552	14363	102	108	109	NA	451	459	NA	62	47	NA	26	34	NA	12	19	NA	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	108	2143	24507				484	491	480	22	22	31	36	32	33	40	42	33	2	4	3
Non-Economically Disadvantaged	--	3479	50185				--	520	511	--	8	13	--	23	24	--	59	53	--	11	10

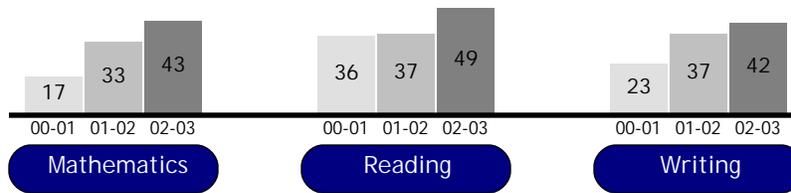
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	41	60	53	98	30	51	44	100	46	61	50
	Language	92	33	47	45	98	19	42	39	98	33	49	43
	Mathematics	89	54	63	56	98	44	57	52	99	58	67	57
3	Reading	92	35	56	50	100	26	50	43	91	30	57	47
	Language	97	38	58	55	100	28	53	50	93	39	61	54
	Mathematics	96	54	60	53	100	46	55	50	98	44	64	54
4	Reading	96	41	61	55	100	22	51	47	90	24	62	52
	Language	100	35	53	50	100	19	47	45	95	22	54	48
	Mathematics	99	53	66	56	100	31	59	52	98	37	68	57
5	Reading	86	30	59	51	100	24	51	46	98	25	59	50
	Language	96	26	50	46	100	25	45	43	100	26	53	46
	Mathematics	91	48	66	56	97	41	63	54	98	38	68	57
6	Reading	89	34	62	54	100	27	56	49	97	35	62	53
	Language	97	28	52	46	100	22	47	42	96	27	53	45
	Mathematics	97	50	73	61	96	52	71	58	100	51	75	62

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 Safety

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

We promote the idea of respect. Our students live the Lowell Roadrunner pledge: Treat others with respect, Complete all assignments, Are good listeners, Follow classroom rules. When we work together we help 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

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.

Contacts

	Name	Phone Number
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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards