



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

920 E Broadway, 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

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

School Overview

Principal/Administrator : Miss Sandi Kuhn
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 922
 Web Address : www.mesa.k12.az.us
 Phone Number : (480) 472-1400
 Fax Number : (480) 472-1482
 E-mail : slkuhn@mpsaz.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

School / Academic Goals

- ü Improve reading, math and writing skills. Our K-3 classrooms provide 90-120 minutes of uninterrupted literacy instruction each day. Our goals 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 839
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 122

Instructional Programs

- Traditional Classrooms
- Sheltered English Immersion Classrooms
- Primary and Intermediate MIMD Classes
- Reading First School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

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.

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.

School Honors

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

Award/Honor	Year
• Reading First School	2003
• Classified Employee of the Month	2004
• Reading First School	2004

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	99	5651	75509	97	98	100	541	532	521	10	9	13	18	19	23	26	33	33	47	39	31
All Students (Prior Year)	128	5599	75372	100	98	100	563	536	523	0	5	9	12	18	25	27	38	36	62	39	30
Female	40	2784	37013	100	98	100	535	534	522	13	9	12	17	19	24	20	34	33	50	39	31
Male	59	2859	38430	95	98	99	545	531	521	7	10	14	19	19	22	30	32	33	44	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	86	1862	30486	99	99	99	544	515	505	8	13	18	18	25	29	28	35	32	46	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	NC	3216	35192	NC	98	99	NC	544	534	NC	6	8	NC	15	19	NC	32	35	NC	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	91	5052	65801	99	98	98	544	537	525	9	7	11	16	18	23	27	34	34	49	41	33
Limited English Proficient Students	77	1053	16928	100	100	100	542	506	485	10	17	29	18	27	33	29	33	26	43	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	96	2909	36411				538	514	503	10	14	19	19	24	29	27	34	32	44	27	20
Non-Economically Disadvantaged	NC	2742	39040				NC	550	534	NC	5	8	NC	14	19	NC	32	34	NC	50	39

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	98	5641	75492	96	98	100	508	522	519	22	11	12	15	14	16	44	48	47	19	27	24
All Students (Prior Year)	128	5584	75221	100	98	100	531	528	523	0	5	8	23	12	16	49	59	56	28	23	21
Female	40	2785	37014	100	98	100	510	526	523	20	9	10	17	13	15	43	49	48	20	29	27
Male	58	2850	38400	94	98	99	507	518	516	23	13	14	14	16	17	44	48	47	19	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	85	1851	30438	98	98	99	509	509	508	21	17	17	18	20	21	39	49	47	21	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	NC	3215	35177	NC	98	99	NC	530	528	NC	7	8	NC	11	13	NC	48	49	NC	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	91	5052	65785	99	98	98	511	525	522	19	7	10	16	14	16	46	50	49	20	28	26
Limited English Proficient Students	76	1047	16905	100	100	100	506	499	489	25	25	34	18	24	28	37	40	32	20	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	95	2904	36302				507	510	507	23	16	18	16	19	21	43	49	46	19	15	14
Non-Economically Disadvantaged	NC	2737	39164				NC	534	528	NC	5	8	NC	10	13	NC	48	48	NC	37	31

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	99	5611	75053	97	98	99	531	578	597	10	10	7	19	14	12	71	68	72	0	7	9
All Students (Prior Year)	126	5503	73654	98	97	99	532	530	530	10	7	9	15	12	13	63	77	70	12	5	7
Female	40	2774	36872	100	98	99	538	604	621	13	6	5	13	11	9	73	73	74	0	10	12
Male	59	2831	38109	95	97	99	526	552	573	7	14	10	23	17	14	70	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	86	1847	30235	99	98	98	531	541	575	8	14	9	18	17	14	74	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	NC	3193	35028	NC	97	99	NC	599	613	NC	8	6	NC	12	10	NC	70	73	NC	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	91	5023	65428	99	98	98	534	587	604	9	8	6	19	13	11	73	71	73	0	8	10
Limited English Proficient Students	77	1044	16765	100	100	100	524	524	525	10	16	17	22	20	20	69	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	96	2890	36077				529	542	566	10	14	10	20	17	16	70	65	69	0	3	5
Non-Economically Disadvantaged	NC	2721	38950				NC	613	618	NC	6	5	NC	11	9	NC	71	73	NC	12	12

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	86	5809	76019	99	99	100	483	514	499	18	9	14	49	34	39	13	13	14	21	44	33
All Students (Prior Year)	110	5726	76230	100	98	100	489	517	498	7	6	12	50	31	38	15	13	12	28	50	37
Female	35	2821	37207	100	99	100	477	514	499	18	8	12	57	35	41	11	13	14	14	44	33
Male	51	2979	38677	98	99	100	487	515	498	18	11	15	43	32	38	14	13	13	25	45	34
African American	--	224	3817	--	98	100	--	489	475	--	14	23	--	49	47	--	9	11	--	28	18
Hispanic	75	1790	29458	99	99	100	483	490	480	18	15	20	48	48	48	13	11	12	21	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	NC	3386	35880	NC	98	100	NC	529	515	NC	5	7	NC	26	32	NC	14	16	NC	55	45
Students with Disabilities	11	619	9786	85	100	100	439	460	457	75	40	39	13	39	40	0	7	7	13	14	13
Students without Disabilities	75	5190	66233	100	98	99	489	519	503	11	6	11	53	33	39	14	14	14	22	47	35
Limited English Proficient Students	60	972	15206	100	100	100	479	477	459	20	20	31	48	53	53	13	10	7	20	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	83	2753	35714				483	493	480	19	15	20	48	44	47	13	12	12	20	29	20
Non-Economically Disadvantaged	NC	3056	40266				NC	531	513	NC	5	9	NC	25	33	NC	14	15	NC	56	43

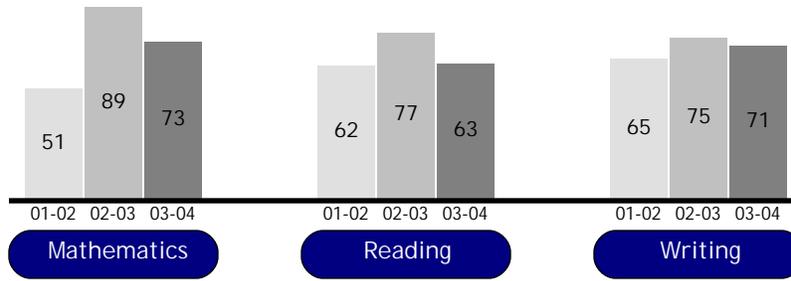
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	5803	76020	99	99	100	491	507	503	42	20	25	28	22	23	28	43	40	3	16	12
All Students (Prior Year)	111	5721	76202	100	98	100	503	510	505	20	11	19	31	21	24	44	53	46	5	14	11
Female	35	2820	37213	100	99	100	489	508	504	50	17	22	18	21	23	29	46	42	4	16	13
Male	51	2973	38666	98	99	100	492	505	501	36	22	29	34	22	22	27	41	38	2	16	12
African American	--	224	3819	--	98	100	--	499	494	--	28	37	--	27	26	--	36	31	--	10	6
Hispanic	75	1784	29442	99	99	99	490	496	494	43	33	37	30	26	26	25	34	31	3	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	NC	3386	35890	NC	98	100	NC	513	511	NC	12	15	NC	19	20	NC	48	48	NC	21	18
Students with Disabilities	11	617	9784	85	100	100	466	487	485	88	57	58	13	18	19	0	19	19	0	6	4
Students without Disabilities	75	5186	66236	100	98	99	494	509	504	36	16	23	30	22	23	31	45	42	3	17	13
Limited English Proficient Students	60	967	15198	100	100	100	489	490	483	46	43	59	28	28	25	22	25	14	4	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	83	2745	35703				491	497	494	41	31	37	29	26	26	28	36	31	3	8	6
Non-Economically Disadvantaged	NC	3058	40274				NC	514	509	NC	11	17	NC	18	20	NC	49	47	NC	21	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	83	5771	75673	95	98	100	470	530	530	34	15	12	36	25	25	29	56	58	1	5	4
All Students (Prior Year)	108	5622	74692	98	96	99	484	510	502	22	12	18	36	26	27	40	53	47	2	9	8
Female	33	2805	37099	94	98	100	502	549	548	23	10	8	42	22	22	31	62	64	4	6	6
Male	50	2956	38441	96	98	99	451	511	513	41	19	16	32	27	29	27	50	52	0	3	3
African American	--	224	3791	--	98	99	--	509	506	--	20	18	--	24	29	--	55	50	--	1	3
Hispanic	72	1776	29305	95	99	99	460	495	507	36	21	16	39	33	31	24	44	51	2	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	NC	3366	35760	NC	98	99	NC	549	550	NC	11	9	NC	20	21	NC	62	64	NC	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	74	5166	65967	100	98	99	480	537	536	29	12	10	38	25	25	32	59	60	2	5	5
Limited English Proficient Students	58	961	15115	100	100	100	458	475	471	36	28	26	38	38	38	24	34	35	2	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	80	2731	35541				466	500	504	36	20	17	36	31	31	27	47	50	1	2	2
Non-Economically Disadvantaged	NC	3040	40091				NC	553	550	NC	10	9	NC	19	21	NC	63	64	NC	7	6

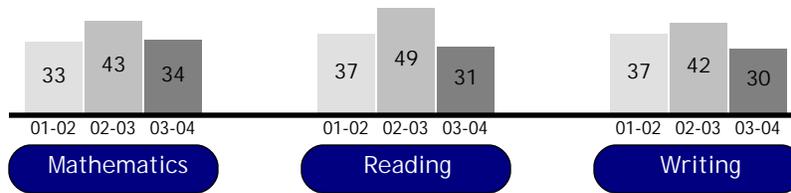
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	30	51	44	100	46	61	50	93	56	NA	58
	Language	98	19	42	39	98	33	49	43	94	39	53	50
	Mathematics	98	44	57	52	99	58	67	57	94	63	71	64
3	Reading	100	26	50	43	91	30	57	47	91	40	NA	55
	Language	100	28	53	50	93	39	61	54	94	48	63	61
	Mathematics	100	46	55	50	98	44	64	54	95	56	66	61
4	Reading	100	22	51	47	90	24	62	52	88	38	NA	56
	Language	100	19	47	45	95	22	54	48	97	29	55	52
	Mathematics	100	31	59	52	98	37	68	57	95	51	68	61
5	Reading	100	24	51	46	98	25	59	50	85	37	NA	55
	Language	100	25	45	43	100	26	53	46	94	39	55	49
	Mathematics	97	41	63	54	98	38	68	57	96	44	71	63
6	Reading	100	27	56	49	97	35	62	53	97	35	NA	56
	Language	100	22	47	42	96	27	53	45	96	24	55	48
	Mathematics	96	52	71	58	100	51	75	62	94	48	76	66

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	17.60	Teacher Aide	31.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	7	4	0	0
7 to 9 years	3	2	0	0
10 or more years	6	22	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	99
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Learning Lab for Reading Remediation

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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 fully integrated. Our students learn together and learn from each other.

- ü Research-based curriculum materials are utilized in every classroom. Quarterly assessments are tied to state academic standards and provide benchmarks for learning.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	56	58
Grades 3-4	64	61
Grades 4-5	68	66
Grades 5-6	86	82

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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	Leslie Dennis	(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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.