

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Lowell School

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

Phoenix Elementary District  
1121 S. 3rd Avenue, Phoenix, AZ 85003-2604

**Principal:** Mrs. Alice Trujillo

**Schedule:** 7:00 AM to 4:00 PM

**Web Address:** [www.phxelem.k12.az.us](http://www.phxelem.k12.az.us)

**E-mail:** [alice\\_trujillo@phxelem.k12.az.us](mailto:alice_trujillo@phxelem.k12.az.us)

**Grades:** K-8

**2002 Enrollment:** 610

**Phone:** (602) 257-3902

**Fax:** (602) 257-6396

## ∨ School Overview ∨

### Mission

We share in a fundamental belief that the mission of our school is to embrace the diversity of our community and create an educational future for all of our children. We will develop learners who can access and use information; effectively communicate through reading, writing and speaking; perform mathematics, the arts, the sciences and technology; promote an active, healthy lifestyle; make responsible decisions and adapt to the challenges of the future.

### Organization and Philosophy

- w Magnet: Science/Math/Technology
- w 2nd-8th Grades Departmentalized
- w K-6 Success For All Reading Program
- w Environmental Education

### Instructional Programs

- w Full-day Kindergarten
- w English as a Second Language Immersion
- w Hands-on Science
- w Saxon - Math
- w Success For All Reading Program for K-6
- w Technology Internet Skills Classes

### School/Academic Goals

- w Phoenix School District No.1 will provide all students and staff with equitable education opportunities that will increase student achievement.
- w PESD No.1 will effectively manage the resources of the district to provide adequate facilities and fiscal support for operational programs.
- w PESD No.1 will create and maintain a safe and positive learning and working environment for students, staff, parents and community members.
- w PESD No.1 will develop partnerships and collaborate with parents, the community and business to enable students to succeed.

### Enrollment

October 1, 2001 School Year Student Enrollment:	641
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	65

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

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

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Curriculum
- w Budget
- w Instructional Strategies
- w Student Discipline Plan
- w Extracurricular Activities
- w Safety Issues

∨ **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	3.00	Teacher Aide	7.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	1	5	0	0
7 to 9 years	1	7	0	0
10 or more years	15	17	0	0

∨ **Shared Responsibilities** ∨

**School**

To provide a quality education characterized by high expectations in a safe, clean, wholesome environment for all our students. A good communication system between staff and all parents to cooperatively support this quality education. All educational materials are provided.

**Parents**

To provide the necessary nourishment, good daily routine to ensure adequate sleep, medical care and proper clothing so that all students have good attendance. Parents work collaboratively with Lowell staff to provide a support system for each student academically and behaviorally.

∨ **Transportation Policy** ∨

Our district policy is that we do provide transportation to students if they live one mile or more away from the school within the school's attendance area, or if they live closer but have a potentially dangerous travel route to school. At Lowell School, I-10 divides our attendance area. Children living south of the freeway are transported by bus. All our magnet seventh and eighth graders out of the Lowell attendance area are transported by bus because of distance.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	7/15/02
<b>Average Daily Instruction Time:</b>	6 hrs. 20 min.	<b>Last Day of School:</b>	6/6/03

**Operates on Year-round Schedule**

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#### Report Card Release Dates

9/20/02	12/20/02	3/14/03	6/6/03
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### Additional Calendar/Report Card Information

In addition to the regular district reporting schedule, with Lowell School conducting three parent/teacher conferences, progress reports are sent to parents five weeks after the new quarter, i.e., August 16, 2002, November 15, 2002, February 14, 2003 and May 2, 2003.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

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

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

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

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#### Special Facilities

W Computer Lab	W In-class Computers
W Library	W Science Lab for 5th-8th Grade Students

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#### Extracurricular Activities

W National Junior Honor Society	W PEER Mediation
W Community Kids	W Tierra Buena--Ecology & Garden Club
W Principal's Math Club	W Band
W Wake-Up Club for 7th & 8th Graders	W Tutoring Program

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#### School/Community Resources

W Before/Afterschool Program	W Counseling Services
W Site Clinic/Memorial Hospital	W Crisis Intervention
W Adult Education - ESL and Reading	W Recreational Activities
W Parenting Classes	W Nutrition Classes

## ∨ 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 Ten eighth graders were accepted to the International Baccalaureate Program at North High School. This is more than 25% of our eighth grade graduating class.</p>  | <p>W We offer Honors math classes for seventh and eighth graders. Pre-algebra, algebra and geometry are part of the curriculum.</p> |
| <p>W We offer Honors reading classes for fifth through eighth graders. They are reading high school books and are studying college-bound vocabulary. Twenty-nine through eighth grade Lowell students are in the district gifted program.</p> | <p>W We offer Honors science classes. Real-life science high school curricula is utilized.</p>                                      |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	13.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.8 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

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

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

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

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

## ∨ School Honors ∨

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

Award/Honor	Year
Community Kids Mayoral Award	1999
National Community Involvement Award	2000
Optimist Club Recognized Teacher of the Year	2002
APS Recognized Principal of the Year	2002

## ∨ Academic Achievement Indicators ∨

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

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

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>46</b>	<b>486</b>	<b>33%</b>	<b>30%</b>	<b>33%</b>	<b>4%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>46</b>	<b>486</b>	<b>39%</b>	<b>22%</b>	<b>39%</b>	<b>0%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>47</b>	<b>459</b>	<b>49%</b>	<b>30%</b>	<b>15%</b>	<b>6%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

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

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>60</b>	<b>491</b>	<b>47%</b>	<b>23%</b>	<b>27%</b>	<b>3%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>57</b>	<b>473</b>	<b>39%</b>	<b>32%</b>	<b>25%</b>	<b>5%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>62</b>	<b>479</b>	<b>26%</b>	<b>42%</b>	<b>10%</b>	<b>23%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>31</b>	<b>515</b>	<b>13%</b>	<b>19%</b>	<b>52%</b>	<b>16%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>31</b>	<b>503</b>	<b>10%</b>	<b>32%</b>	<b>55%</b>	<b>3%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>31</b>	<b>486</b>	<b>16%</b>	<b>58%</b>	<b>10%</b>	<b>16%</b>
	State	57734	459	39%	40%	14%	7%

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

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

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

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

## ∨ Mathematics Education and AIMS ∨

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

## ∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	28	49	60	--	--	--
2	Reading	--	--	--	100	24	50	73	28	52	38	35	53	34	37	57
	Language	--	--	--	100	9	40	72	17	43	38	23	44	38	17	48
	Mathematics	--	--	--	100	31	51	73	30	55	37	30	57	39	35	61
3	Reading	91	66	47	100	28	47	97	23	48	51	32	50	70	16	50
	Language	70	74	49	100	31	51	88	36	54	51	36	56	70	23	57
	Mathematics	91	70	46	100	33	49	88	35	52	51	34	54	73	20	56
4	Reading	100	32	53	100	40	54	88	51	54	38	25	55	79	30	55
	Language	97	33	47	100	37	49	87	48	48	39	30	50	79	30	50
	Mathematics	100	33	51	100	34	54	90	53	55	40	26	57	82	34	58
5	Reading	92	28	51	100	39	51	100	28	51	94	29	51	79	22	53
	Language	89	22	42	100	36	44	100	31	45	97	32	45	80	24	47
	Mathematics	94	32	51	100	39	54	100	36	55	97	42	57	84	35	59
6	Reading	82	23	53	100	37	54	69	34	53	100	41	54	72	38	56
	Language	81	18	41	100	27	44	69	32	44	100	37	45	73	30	47
	Mathematics	81	37	57	100	48	59	67	48	60	100	54	63	75	56	65
7	Reading	98	38	52	100	45	53	99	46	52	81	56	53	92	42	55
	Language	98	35	52	100	45	54	98	50	54	81	59	55	92	49	58
	Mathematics	98	52	53	100	51	55	99	53	56	81	67	58	92	53	60
8	Reading	85	57	54	100	49	54	97	43	53	92	50	55	84	58	56
	Language	85	44	46	100	48	49	97	41	49	91	47	50	84	63	52
	Mathematics	85	56	52	100	54	54	97	54	56	92	53	58	87	72	59

∨ **Measure of Academic Progress** ∨

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

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

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

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>48</b>	<b>57</b>
<b>Grades 3-4</b>	<b>71</b>	<b>68</b>
<b>Grades 4-5</b>	<b>71</b>	<b>96</b>
<b>Grades 5-6</b>	<b>84</b>	<b>93</b>
<b>Grades 6-7</b>	<b>65</b>	<b>59</b>
<b>Grades 7-8</b>	<b>87</b>	<b>77</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

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

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

The Lowell community of parents, staff and students work collaboratively to establish the guidelines and consistently work together to ensure that all stakeholders are complying within the parameters established. In this way, we create an optimum climate for learning. The main force that drives our success is consistency and support by all the stakeholders.

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	\$3,197	\$2,085,738
Classroom Supplies	\$55	\$35,870
Administration	\$523	\$340,983
Support Services-Students	\$202	\$132,007
Other Support Services and Operations	\$773	\$504,056
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,750</b>	<b>\$3,098,654</b>

Total Expenditures may not be exact because of rounding.

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

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

(School Expenditures divided by ADM)

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

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

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Alice Trujillo	(602) 257-3902	
<b>Transportation Policy</b>	Michael Fisher	(602) 257-3934	
<b>Community Resources</b>	Frank Diaz	(602) 257-3873	
<b>School Nutrition Programs</b>	Laura Trujillo	(602) 257-3741	
<b>Parent Organization</b>	Rosa Pulido	(602) 257-3902	
<b>Student Health/Nurse</b>	Lynette Cook	(602) 257-3904	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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