

Zel & Mary Lowman Elementary School

Clark County School District

4225 N. Lamont St.
Las Vegas, NV 89115
Ph: 702-799-4930, Fax: 702-799-4927

Kathy J. Konowalow, Principal
Grade Levels: PK-5
Website: schools.ccsd.net/lowman



2013-2014 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

Lowman Elementary School is committed to the development of life-long learners by engaging students in a challenging learning environment that will empower and inspire student inquiry, and prepare them to be citizens of a global community.

Principal's Highlights

Lowman utilizes a variety of best practices and programs that promote academic achievement.

- Excellence Awards: A Honor Roll, A/B Honor Roll, Citizenship, Perfect Attendance, and Accelerated Reader.
- Community partnerships: Cannery Resorts, Los Vaqueros, CCSD Purchasing/Warehouse, Goodie Two Shoes, 2014 Feet Foundation, CSN, and Three Square.
- Family involvement: Math and Literacy Nights, Open House, Parent Advisory Meetings, and classroom volunteer opportunities.
- 21st Century Grant: Before-school tutoring, after-school homework help, and after-school enrichment clubs.
- Class-size reduction: state funding for full-day kindergarten, 1st, 2nd, and 3rd grades.
- Josh Stevens Foundation: Schoolwide implementation of the Be Kind program to promote positive school behavior.
- Biological and Courtyard Wonders: Students cared for vegetable and flower gardens and raised numerous organisms for use in science.
- Read Well Program: Implementation of Read Well Program for reading intervention to close the skill gaps in grades K-5.
- V Math Live and Ticket to Read: Computer programs promote additional practice with reading and math at home.

Goals and Objectives

Goal 1

Increase the percent of students proficient in reading.

Objective(s):

Increase the percent of proficient students meeting AGP in ELA, specifically FRL from 46.3% to 56.3%, LEP from 31.9% to 41.9%, and IEP from 0% to 5% by 2014 as measured by the NSPF.

Goal 2

Increase the percent of students proficient in math.

Objective(s):

Increase the percent of proficient students in math meeting AGP, specifically, FRL from 25.0% to 35.0%, LEP from 10.6% to 20.6%, and IEP 0% to 5% in 2014 as measured by NSPF.

School Communication Efforts

Lowman believes that communication among teachers, parents, and students is vital to academic success. Therefore, Lowman provides many opportunities for regular, meaningful two-way communication between the school and home. Parent conferences are scheduled three times throughout the year to discuss student performance. In addition to report cards, progress reports are sent home every three weeks requiring a parent signature and offering the opportunity to schedule a conference with the teacher. Student grades are available via ParentLink at the end of each week. Schoolwide newsletters are sent home five times throughout the school year, and classroom information is sent home regularly in English and Spanish. Teachers are also available every day after-school for several minutes to meet informally with parents.

Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of count day.

	#	Ethnicity														Gender			
		Am In/ AK Native		Asian		Hispanic		Black		White		Pacific Islander		Two or More Races		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	451,730	4,782	1.06%	25,264	5.59%	183,212	40.56%	44,795	9.92%	162,544	35.98%	5,994	1.33%	25,139	5.57%	232,790	51.53%	218,940	48.47%
Clark	314,636	1,470	0.47%	20,646	6.56%	139,705	44.40%	39,047	12.41%	90,040	28.62%	4,746	1.51%	18,982	6.03%	162,225	51.56%	152,411	48.44%
Lowman ES	740	-	-	22	2.97%	358	48.38%	248	33.51%	59	7.97%	-	-	42	5.68%	365	49.32%	375	50.68%

Data as of: Count Day

** indicates that the data was not available.

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

District totals do not include state or district sponsored charter school data. (2008-Current)

'N/A' indicates that this population was not present.

Special Populations

	#	IEP		ELL		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	451,730	51,946	11.50%	67,836	15.02%	239,170	52.95%	77	0.02%
Clark	314,636	35,073	11.15%	51,931	16.51%	178,690	56.79%	0	0.00%
Lowman ES	740	103	13.92%	214	28.92%	665	89.86%	0	0.00%

Data as of: Count Day

IEP= Students with disabilities

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ELL= Students who are English Language Learners

'N/A' indicates that this population was not present.

FRL= Students qualifying for Free/Reduced Price Lunch

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Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
State	94.90%	93.30%	97.00%	94.80%	93.60%	94.90%	94.80%	94.80%	93.40%	95.40%	94.40%
Clark	94.80%	93.40%	97.00%	94.80%	93.50%	95.00%	94.90%	94.90%	93.30%	95.40%	94.50%
Lowman ES	94.70%	-	97.30%	95.40%	94.00%	93.20%	-	93.90%	93.90%	95.80%	94.80%

ADA Data as of: First 100 days of instruction

IEP = Students with disabilities

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ELL = Students who are English Language Learners

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FRL = Students qualifying for Free/Reduced Price Lunch

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Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
State	26.70%	156	1,900	
Clark	28.90%	-	902	
Lowman ES	49.50%	0	0	

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	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
State	5,588	274	440	86	1,248	271
Clark	3,781	178	264	25	537	73
Lowman ES	0	0	1	0	0	0

	# of Incidents Bullying			# of Incidents Cyber Bullying		
	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion
State	3,754	3,189	725	544	532	208
Clark	2,286	2,284	391	476	476	180
Lowman ES	13	13	0	0	0	0

Data as of: End of school year

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Discipline and Transiency incidents are reported at the school where the action occurred.

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Retention

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	655	1.90%	1,027	2.80%	480	1.40%	296	0.90%	133	0.40%	71	0.20%	355	1.00%	510	1.50%	566	1.60%
Clark	442	1.80%	824	3.20%	402	1.60%	250	1.00%	98	0.40%	46	0.20%	325	1.40%	453	1.90%	447	1.90%
Lowman ES	-	-	12	7.50%	-	-	-	-	0	0.00%	-	-	N/A	N/A	N/A	N/A	N/A	N/A

Data as of: Count Day

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Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

Student/Teacher Ratio

	All Schools#	Kindergarten++	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
State	21:1	20:1	19:1	19:1	20:1	24:1	24:1	24:1	19:1	19:1
Clark	20:1	19:1	18:1	19:1	19:1	24:1	24:1	N/A	N/A	N/A
Lowman ES	19:1	18:1	17:1	17:1	18:1	24:1	30:1	N/A	N/A	N/A

Data as of: December 1st

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"+" Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

"++" Kindergarten ratios are based on the number of classes, not teachers.

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Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs), Nevada Alternate Assessment (NAA) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. For grade specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	19%	19%	37%	25%	49%	18%	23%	10%	19%	25%	44%	13%	18%	22%	41%	20%
Clark	20%	19%	36%	25%	52%	19%	20%	9%	20%	25%	42%	13%	19%	22%	40%	19%
Lowman ES	36%	25%	31%	7%	0%	0%	0%	0%	32%	38%	27%	2%	29%	35%	33%	3%

Data as of: December 1st

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Per-Pupil Expenditures 2012-2013

The Nevada Department of Education in consultation with In\$ite adjusted the formula used to calculate per pupil expenditures beginning with the 2009-2010 Annual Reports of Accountability. Therefore, we have two appropriate comparisons sets; comparisons 2003-04 SY through 2008-09 SY and comparisons of 2009-10 SY and forward.

Clark Total Cost Per Pupil = \$8006 District Total Cost Per Pupil = \$8274

	Instruction		Instruction Support		Operations		Leadership		Total Expenditures	
	\$	%	\$	%	\$	%	\$	%	\$	%
State	\$4,799.00	58.00%	\$968.00	11.70%	\$1,874.00	22.60%	\$633.00	7.60%	\$8,274.00	100.00%
Clark	\$4,718.00	58.90%	\$894.00	11.20%	\$1,802.00	22.50%	\$591.00	7.40%	\$8,006.00	100.00%
Lowman ES	\$5,629.00	66.10%	\$913.00	10.70%	\$1,457.00	17.10%	\$522.00	6.10%	\$8,521.00	100.00%

'N/A' indicates that this population was not present.

Schools only showing up with \$0 are new and data was not collected for prior year.

** indicates that the data was not available.

NDE in consultation with In\$ite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

District totals do not include state or district sponsored charter school data. (2008-Current)

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May 2014.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level
	%	%	%	%	%	%	%	
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Clark	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Lowman ES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	H

Teacher Data as of: May 1st (2008-Current)

District totals do not include state or district sponsored charter school data. (2008-Current)

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(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

** indicates that the data was not available.

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Teacher ADA and Licensure Information

	Average Daily Attendance	Teachers Providing Instruction		
		# Pursuant to NRS 391.125	# Pursuant to Waiver	# w/ o Endorsement
State	95.80%	N/A	N/A	N/A
Clark	95.90%	N/A	N/A	N/A
Lowman ES	97.30%	N/A	N/A	N/A

Teacher Data as of: May 1st (2008-Current)

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(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Lowman ES	2014	81.00%
Lowman ES	2013	72.00%
Lowman ES	2012	83.00%

Data as of: Fall

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School NSPF Results: 1 Star Rating

Lowman ES

Information on the ratings or rankings of schools in the Nevada School Performance Framework (NSPF) can be found via the Nevada School Performance Framework website at <http://nspf.doe.nv.gov/>

A Focus School at the elementary or middle school-level is a Title I school that has room for substantial improvement in the area of student achievement with specific sub-group populations, such as, students with disabilities, English Language Learners, and/or low-income students.

Performance Indicators	Points Earned	Points Eligible
Growth Measure of Achievement	10	40
Status Measure of Achievement	9	30
Reduction in Achievement Gaps	4	20
Other Indicators	4	10
Total Index Score	[Points Earned(27)/Points Eligible(100)] X 100 = 27.00	

Note: District totals do not include state or district sponsored charter school data.

The development of this annual state accountability report is a joint effort among the Nevada Department of Education and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.