



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

100 Old Douglas Road, Bisbee, AZ 85603

Bisbee 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Terri Lynn Romo
Schedule : 7:30 AM to 3:30 PM
Grades : 7-8
2004 Enrollment : 139
Web Address :
Phone Number : (520) 432-5391
Fax Number : (520) 432-6106
E-mail : tromo@busd.k12.az.us

Mission

The mission of Lowell School is to produce literate, productive, cultured and responsible citizens who will demonstrate a love of learning and the abilities to think critically and solve problems creatively.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

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

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

School / Academic Goals

- The student will improve academically by one year, as measured on the total reading score on the Stanford 9 Achievement Test.
It is our goal to increase the number of students who meet or exceed the standard as measured on the AIMS test in all areas.
It is our goal to fully implement the Lowell School Improvement Plan.

Enrollment

October 1, 2003 School Year Student Enrollment : 160
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 9

Instructional Programs

- Ü Advanced Placement
- Ü ELL Programs
- Ü On-site Special Education
- Ü Read 180 Program
- Ü Title 1 Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/4/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

The school, through its organization of resources, programs and staff, will endeavor to provide each student with instruction as needed for mastery of the Arizona Academic Standards; and a channel for communication between parents and school staff.

Parents

Develop in their child the responsibility to respect the rights and property of others involved in the educational process; to have regular attendance at school; to ensure completion of all instructional assignments. Provide the necessary materials.

Transportation Policy

All students are eligible for transportation on the district's buses.

School Honors

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

Award/Honor	Year
Ü Undefeated Football Season	2003
Ü Basketball-Boys 1st in Division/Girls' Won Jaguar Invt.	2003
Ü Band & Choir-Excellent Ratings at Festivals	2004
Ü Wrestling Team-2nd in the CAL Tournament	2003

8th 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	70	70	75001	100	100	99	469	469	468	25	25	37	55	55	36	17	17	16	3	3	10
All Students (Prior Year)	60	60	71167	94	94	99	450	450	463	53	53	38	42	42	41	2	2	14	4	4	7
Female	34	34	36846	97	97	99	469	469	468	21	21	36	62	62	38	14	14	16	3	3	10
Male	36	36	37974	100	100	99	470	470	467	29	29	39	48	48	34	19	19	16	3	3	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	37	37	26675	97	97	98	468	468	448	23	23	52	61	61	34	13	13	10	3	3	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	31	31	37785	100	100	99	473	473	482	25	25	25	50	50	39	21	21	21	4	4	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	65	65	66199	100	100	99	469	469	472	25	25	34	55	55	38	17	17	17	3	3	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814	--	--		--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	70	70	45170				469	469	479	25	25	28	55	55	38	17	17	20	3	3	14

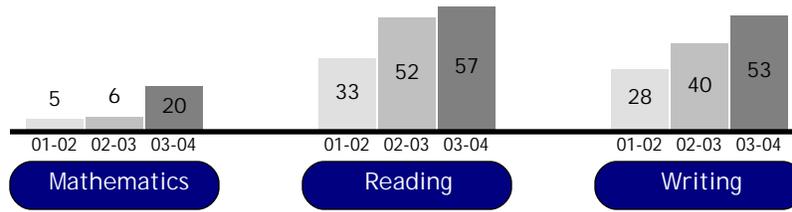
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	70	74918	100	100	99	506	506	497	32	32	32	12	12	19	42	42	35	15	15	15
All Students (Prior Year)	59	59	71100	92	92	99	498	498	502	35	35	25	13	13	21	40	40	40	12	12	15
Female	34	34	36805	97	97	99	509	509	501	24	24	28	14	14	19	48	48	37	14	14	16
Male	36	36	37936	100	100	99	504	504	493	39	39	35	10	10	18	35	35	33	16	16	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	37	37	26645	97	97	98	493	493	478	39	39	46	13	13	20	39	39	27	10	10	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	31	31	37773	100	100	99	523	523	511	21	21	20	11	11	18	46	46	41	21	21	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	65	65	66117	100	100	99	506	506	501	32	32	28	12	12	19	42	42	37	15	15	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785	--	--		--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	70	70	45115				506	506	508	32	32	23	12	12	18	42	42	39	15	15	20

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	70	70	74503	100	100	99	485	485	491	3	3	9	43	43	32	50	50	51	3	3	8
All Students (Prior Year)	60	60	69001	94	94	96	485	485	490	19	19	17	42	42	37	38	38	45	2	2	1
Female	34	34	36686	97	97	99	502	502	506	7	7	5	28	28	29	59	59	57	7	7	9
Male	36	36	37644	100	100	98	470	470	476	0	0	13	58	58	36	42	42	45	0	0	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	37	37	26500	97	97	97	473	473	467	6	6	13	42	42	39	52	52	44	0	0	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	31	31	37606	100	100	99	502	502	508	0	0	6	43	43	28	50	50	56	7	7	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	65	65	65841	100	100	98	485	485	499	3	3	7	43	43	32	50	50	53	3	3	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587	--	--		--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	70	70	44898				485	485	507	3	3	7	43	43	28	50	50	55	3	3	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)

8th 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](http://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
7	Reading	74	53	53	48	100	61	61	51	100	60	NA	54
	Language	74	56	56	51	100	51	51	54	100	57	57	58
	Mathematics	74	51	51	54	100	55	55	58	100	61	61	62
8	Reading	93	50	50	49	96	56	56	53	100	53	NA	55
	Language	93	40	40	46	98	47	47	49	100	52	52	52
	Mathematics	93	53	53	54	98	48	48	58	100	54	54	61

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

Council Duties

- Ü Extracurricular Activities
- Ü School Safety
- Ü Parent/School Relations
- Ü School Site Improvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	8.75
Other Professional Staff	.00	Teacher Aide	2.50

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	6
Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Read 180 lab
- Ü Gymnasium/Cafeteria

Extracurricular Activities

- Ü Student Council
- Ü Athletic Programs
- Ü Knowledge Bowl
- Ü Sports Programs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Multi-agency Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Lowell staff selected 18 students to mentor during the 2003-2004 school year. It was our goal to help these students improve on standardized tests. Initial reports show that several of these students made great gains. Way to go students and staff!

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	5	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 6-7	88	62
Grades 7-8	54	69

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

There will be a review of safety policies and procedures during the 2004-2005 school year. A new office referral form and matrix system have been put into place. We will continue to work closely with our school resource officer, Officer Echave, to ensure the safety of our students.

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) :

10
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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	Terri Romo	(520) 432-5391
Transportation Policy	Steve Kemery	(520) 432-6112
Community Resources	Terri Romo	(520) 432-5391
School Nutrition Programs	Susan Leinedecker	(520) 432-6110
Parent Organization	Terri Romo	(520) 432-5391
Student Health/Nurse	Tambra Vertrees	(520) 432-5391

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. "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](http://www.ade.az.gov/azlearns).

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

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](http://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](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.