

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5151 East Pima Street, Tucson, AZ 85712

Tucson 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Andrew R. Kent M.Ed.
 Schedule : 07:00 AM to 04:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 298
 Web Address : edweb.tusd.k12.az.us/Fort_Lowell/
 Phone Number : (520) 232-7100
 Fax Number : (520) 232-7101
 E-mail : andrew.kent@tusd.k12.az.us

Mission

To increase student achievement while providing a secure, diversity competent, and culturally-sensitive environment that nurtures the social, emotional, physical, aesthetic, and intellectual needs of all children through developmentally appropriate practices.

School / Academic Goals

- ü To increase academic achievement for all children in reading, math and language arts, as shown by pre- and post-assessments, classroom probes, portfolio richness, TerraNova, AIMS, and CCSA scores, and monthly writing, reading, and math assessments.
- ü To enhance our school's safe, stimulating and positive learning environment and increase attendance while decreasing negative behavior referrals. We nurture a community-wide support of our adopted "Standards of Excellence" and "ABC Expectations".

Enrollment

October 1, 2004 School Year Student Enrollment : 292
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- ü Academic Focus: Science and Fine Arts
- ü Opening Minds Through the Arts Program
- ü Technology-Based Learning
- ü Full-day Kindergarten Classes
- ü Explorer's Preschool
- ü SEI K-5, Bilingual 4-5
- ü At-risk and Gifted Programs
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 33 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We strive to:

- * Provide many and varied opportunities to meaningfully involve parents, extended family members, and community members in our collective efforts for the development and education of our students. Participation may include, but is not limited to: Shared Decision Making Council, PTO, Volunteer Programs, Career Day, and evening events.
- * Ensure a safe, enriched learning environment, maintain high academic standards, set student goals and expectations, and to communicate regularly.

Parents

Parents/Guardians are expected to:

- * Support the school's mission, ensure regular attendance, provide consistent homework support and adequate nourishment and rest for their children.
- * Be active, committed, involved members of the Ft. Lowell Learning Community.
- * Consistently hold high expectations for the achievement of all students.
- * To support the behavior policies and expectations established for our school.
- * Communicate regularly with the school, and attend all conferences.

Transportation Policy

According to TUSD Transportation Policy, district-provided transportation is a privilege which is retained through adherence to all district bus safety rules. Failure to obey all rules may result in the loss of bus privileges.

We expect Ft. Lowell students to conduct themselves in the same manner on the school busses as they do while on our campus. The high standards of behavior that we hold for our children at school also apply when they are on the school busses.

School Honors

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

Award/Honor	Year
ü NEA Foundation Leadership and Learning Grant	2004
ü Education Enrichment Foundation Grant; Poetry in Motion	2004
ü Comm Foun. S. Ariz. Grant; Homebound Reading Backpacks	2004
ü Education Enrichment Foundation Grant; Visiting Author	2005

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	48	4755	79306	100	99	99	420	436	445	24	15	10	29	21	18	43	49	51	5	15	20
All Students (Prior Year)	38	4633	75509	100	98	100	483	513	521	30	16	13	33	26	23	27	32	33	10	26	31
Female	18	2272	38691	100	100	99	420	438	446	27	13	10	20	20	18	47	51	52	7	15	20
Male	30	2483	40583	100	99	99	419	433	445	22	16	11	33	22	18	41	46	50	4	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	18	2608	32869	100	99	99	406	426	429	35	17	15	29	25	25	35	48	51	0	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	21	1484	36197	100	100	99	429	457	463	11	8	5	28	14	11	61	52	53	0	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	42	4154	69060	95	99	98	420	445	454	22	12	7	31	20	17	42	51	54	6	17	22
Limited English Proficient Students	10	730	15509	100	100	100	399	400	406	46	23	20	23	30	30	23	41	45	8	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	30	2845	39415	97	97	96	418	428	431	31	18	15	23	25	25	38	48	50	8	9	10
Non-Economically Disadvantaged	18	1911	39966	100	100	100	422	447	459	13	10	6	38	16	12	50	50	52	0	24	30

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	48	4759	79395	100	0	99	436	436	446	7	13	9	33	28	25	57	50	55	2	8	11
All Students (Prior Year)	38	4638	75492	100	98	100	500	514	519	27	16	12	17	19	16	47	44	47	10	21	24
Female	18	2273	38743	100	0	100	443	444	451	13	10	7	20	25	24	60	55	57	7	10	12
Male	30	2486	40618	100	0	99	431	428	440	4	16	11	41	31	27	56	47	53	0	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	18	2612	32915	100	0	99	413	425	426	12	16	15	47	33	35	41	46	47	0	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	21	1480	36221	100	0	99	450	459	465	6	7	4	22	20	15	67	58	63	6	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	42	4159	69139	95	0	99	439	445	454	6	10	7	33	27	24	58	54	58	3	9	11
Limited English Proficient Students	10	734	15545	100	0	100	414	392	399	15	25	21	38	39	42	46	34	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	30	2855	39484	97	0	96	435	426	429	8	17	14	35	33	35	54	46	47	4	4	4
Non-Economically Disadvantaged	18	1905	39986	100	0	100	437	449	461	6	8	4	31	21	16	63	57	63	0	14	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	48	4735	78869	100	99	99	423	439	442	7	6	6	31	22	21	60	63	63	2	9	10
All Students (Prior Year)	37	4606	75053	97	97	99	587	612	597	17	6	7	7	11	12	69	73	72	7	11	9
Female	18	2264	38536	100	99	99	425	457	458	13	4	4	20	15	15	60	69	67	7	12	14
Male	30	2471	40302	100	99	99	422	423	428	4	9	8	37	28	26	59	58	60	0	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	18	2602	32606	100	99	98	409	432	426	12	7	8	29	24	27	59	62	60	0	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	21	1470	36078	100	99	99	421	454	459	6	5	4	44	18	16	44	64	66	6	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	42	4139	68697	95	98	98	431	451	454	6	4	4	28	19	18	64	67	67	3	10	11
Limited English Proficient Students	10	730	15339	100	100	100	410	398	399	15	11	11	23	30	31	62	55	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	2835	39106	97	97	95	415	430	427	12	8	8	27	25	28	58	62	59	4	5	5
Non-Economically Disadvantaged	18	1901	39837	100	100	100	438	452	457	0	4	4	38	16	14	63	65	67	0	14	15

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	41	4852	78906	98	100	99	470	488	498	26	17	13	23	22	19	36	46	48	15	15	20
All Students (Prior Year)	58	4819	76019	98	98	100	476	490	499	33	19	14	33	40	39	2	13	14	31	28	33
Female	17	2352	38644	100	100	99	433	491	500	38	15	12	31	23	19	25	48	49	6	15	19
Male	24	2500	40236	96	99	99	497	485	497	17	19	15	17	21	19	43	45	46	22	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	19	2621	31938	100	99	99	430	477	481	44	21	19	22	26	25	28	44	46	6	9	10
Asian/Pacific Islander	NC	117	1805	NC	100	98	NC	532	536	NC	6	5	NC	8	8	NC	50	45	NC	36	42
American Indian/Alaskan Native	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	17	1574	36483	100	100	99	500	509	517	6	8	7	31	14	13	38	53	51	25	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	35	4135	68310	97	98	98	485	499	509	30	12	9	18	21	18	33	50	51	18	17	22
Limited English Proficient Students	NC	557	12573	NC	100	100	NC	449	454	NC	29	27	NC	28	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	28	2872	38679	97	98	96	473	478	483	35	22	20	19	26	25	35	44	45	12	8	10
Non-Economically Disadvantaged	13	1980	40295	100	100	100	465	501	513	8	9	7	31	17	13	38	50	50	23	25	30

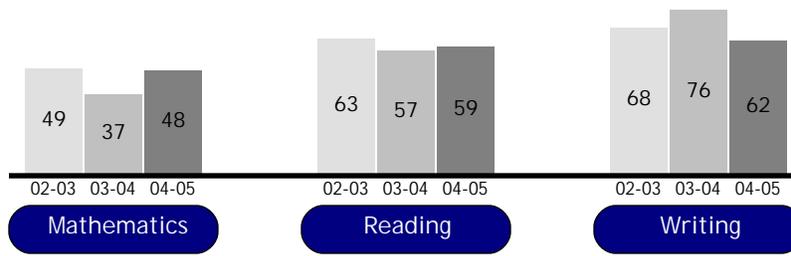
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	4853	78908	98	0	99	458	475	484	15	12	10	41	27	23	38	54	58	5	7	9
All Students (Prior Year)	58	4829	76020	98	98	100	493	498	503	46	33	25	22	24	23	28	34	40	4	9	12
Female	17	2351	38648	100	0	99	429	482	489	19	9	8	50	24	22	31	60	61	0	7	10
Male	24	2502	40233	96	0	99	478	469	479	13	15	12	35	30	25	43	49	55	9	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	19	2622	31940	100	0	99	418	464	465	28	15	16	56	33	32	17	49	49	0	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	98	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	17	1576	36502	100	0	99	487	495	502	6	6	4	31	17	14	50	64	67	13	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	35	4134	68312	97	0	98	475	486	493	18	7	7	33	26	21	42	59	62	6	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	28	2873	38662	97	0	96	463	467	468	19	16	16	46	33	32	31	47	49	4	3	3
Non-Economically Disadvantaged	13	1980	40315	100	0	100	449	486	498	8	6	5	31	20	15	54	63	66	8	11	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	40	4839	78750	95	99	99	478	499	500	8	6	6	32	28	29	61	64	63	0	2	2
All Students (Prior Year)	57	4790	75673	97	97	100	509	526	530	19	12	12	26	27	25	54	57	58	2	3	4
Female	17	2350	38586	100	100	99	465	515	515	13	4	4	19	20	22	69	72	71	0	3	3
Male	23	2489	40135	92	99	99	487	484	486	5	8	8	41	36	35	55	55	56	0	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	19	2615	31841	100	99	99	429	489	483	17	7	8	33	32	36	50	60	55	0	1	1
Asian/Pacific Islander	NC	117	1802	NC	100	98	NC	540	533	NC	3	2	NC	13	16	NC	79	75	NC	6	7
American Indian/Alaskan Native	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	16	1569	36440	94	100	99	518	517	516	0	3	3	33	22	22	67	71	71	0	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	34	4129	68196	94	98	98	492	514	513	9	3	3	28	24	25	63	70	69	0	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	28	2862	38558	97	98	96	484	490	485	12	8	8	27	33	37	62	57	54	0	1	1
Non-Economically Disadvantaged	12	1977	40260	92	100	100	465	511	514	0	3	3	42	21	21	58	72	72	0	4	4

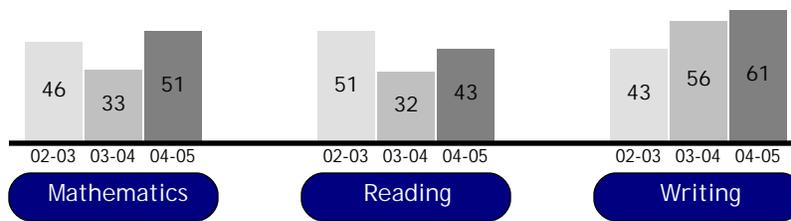
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	61	19	42	50	100	32	NA	58	98	37	43	47
	Language	86	18	39	43	100	26	45	50	98	38	42	47
	Mathematics	90	26	49	57	100	41	56	64	98	41	48	50
3	Reading	75	41	41	47	100	34	NA	55	100	39	41	44
	Language	88	45	48	54	100	38	56	61	100	37	40	44
	Mathematics	98	45	46	54	100	34	53	61	100	39	47	51
4	Reading	96	30	47	52	98	39	NA	56	100	48	43	48
	Language	96	31	44	48	100	35	45	52	100	46	44	49
	Mathematics	96	33	49	57	100	39	50	61	100	48	48	53
5	Reading	87	37	45	50	98	34	NA	55	95	43	46	50
	Language	98	31	41	46	100	30	41	49	95	42	46	50
	Mathematics	91	43	49	57	100	40	53	63	95	42	45	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop Bylaws for School Council
- Ü Review Data, Unit Vision, Goals, etc.
- Ü Select Areas Needing Improvement/Review
- Ü Establish Priorities/Standards for Focus
- Ü Design Action Plan/School Improvement
- Ü Evaluate, Report Results; Conclusions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.20	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	1	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Environmental Science Habitat
- Ü Library Media Center
- Ü Balanced Literacy Book Room
- Ü Multi-Purpose Activities Building

Extracurricular Activities

- Ü Student Council
- Ü Authors' Club
- Ü Jump-rope Team
- Ü Jump for Heart Activity
- Ü Art Club
- Ü Math and Science Fair
- Ü International Night Celebration

Social Services

- Ü Counseling Services
- Ü Recreational Activities
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Health Services Referral
- Ü Parenting Assistance
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our school's Environmental Science Habitat has been developed over the years, and features a running stream with native fish, outdoor learning kiva, and a grape arbor. The Habitat will be included for a seventh year in the annual Tucson Garden Tour.
- ü Annual events: International Night, Great Peace March, Ft. Lowell Historical Walk, Love of Reading Week, Career Day, Student-Produced Opera, Science Fair/Math Family Night. Monthly Town Meetings are held to recognize student and staff achievements.
- ü We are part of the 'Opening Minds Through the Arts' Project, and have a full-time OMA teacher. Each student learns CORE curriculum objectives through musical integration, and by working with professional musicians and learning to play instruments.
- ü This year, we are continuing a special tutor/mentor program called 'One Hour, One Child'. Nearly 65 adult volunteers will be working in our classrooms grades Pre-K through five helping small groups of students improve their math and reading skills.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Ft. Lowell has a Comprehensive Disaster Response Plan in place. (Multi-Hazard Emergency Management Plan). Administration, faculty, and classified staff have attended trainings. We have developed a plan which is specific for our school and campus. We maintain a secure campus by routinely locking gates, doors, and entries during the instructional day. Appropriate identification is required by all on campus. Communication is ongoing through the use of monitors equipped with walkie talkies.

Total number of incidents that occurred on the school grounds for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Theresa Harth	(520) 232-7100
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Martha Palacios	(520) 232-7100
School Nutrition Programs	Pam Palmo	(520) 225-4702
Parent Organization	Valerie Ruman	(520) 232-7100
Student Health/Nurse	Sulfa Brauner	(520) 232-7117

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/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.