

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

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)**

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

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

**School Overview**

Principal/Administrator : Mrs. Terri Romo  
Schedule : 07:30 AM to 03:30 PM  
Grades : 7-8  
2005 Enrollment : 126  
Web Address : busd.k12.az.us  
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.

The Bisbee Unified School District has recently begun working on our mission and vision. Our mission statement is now LEARNING FOR ALL!

**No Child Left Behind**

**Adequate Yearly Progress (b)**

2004-05 Met  
2003-04 Met  
2002-03 Not 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 / Academic Goals**

- ü To spend time analyzing our test data. This information was utilized to identify students who were in need of additional assistance from our tutorial classes. We were also able to identify students for enrichment who were exceeding the standards.
- ü Improve student performance in Language Arts as measured by performance on Local, State, or National assessments.
- ü Improve student performance in Mathematics as measured by performance on Local, State, or National assessments.
- ü It is our goal to fully implement the Lowell School Improvement Plan.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 137  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 18

Instructional Programs

- Ü Title 1 Program
- Ü ELL Programs
- Ü On-site Special Education
- Ü Read 180 Program
- Ü Tutorial classes built into the day
- Ü Study hall scheduled during the day

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/4/2005
Last Day of School :	5/23/2006

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 5-1 Football Season	2004
Ü C.A.C. Boys' Basketball Champions	2005
Ü Choir-Excellent Ratings at Festivals	2005
Ü C.A.C. Wrestling Champions	2005

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	79	79	78250	100	100	99	553	553	548	14	14	21	21	21	18	61	61	48	4	4	13
All Students (Prior Year)	70	70	75001	100	100	99	469	469	468	25	25	37	55	55	36	17	17	16	3	3	10
Female	38	38	38071	100	100	99	547	547	549	22	22	20	16	16	19	59	59	49	3	3	12
Male	41	41	40126	100	100	99	560	560	547	8	8	23	26	26	17	62	62	46	5	5	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	46	46	29129	100	100	99	556	556	527	11	11	32	25	25	23	61	61	40	2	2	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	30	30	38320	100	100	99	551	551	568	17	17	12	14	14	14	62	62	55	7	7	19
Students with Disabilities	10	10	9329	100	100	100	489	489	454	70	70	64	20	20	18	10	10	16	0	0	2
Students without Disabilities	69	69	68996	99	99	99	563	563	561	6	6	16	21	21	18	68	68	52	5	5	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	51	51	33388	98	98	94	550	550	530	16	16	32	20	20	22	61	61	40	2	2	5
Non-Economically Disadvantaged	28	28	44937	100	100	100	559	559	561	11	11	13	22	22	15	59	59	54	7	7	18

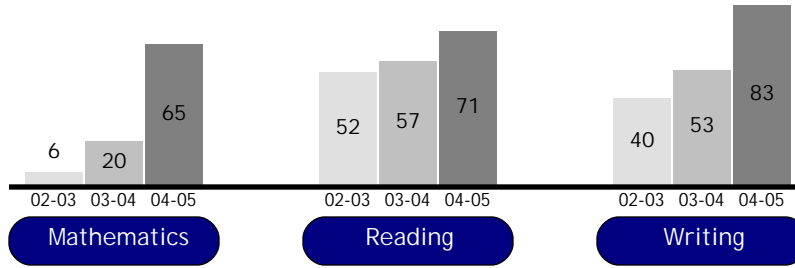
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	79	78302	100	0	99	523	523	512	5	5	11	24	24	25	66	66	57	5	5	7
All Students (Prior Year)	70	70	74918	100	100	99	506	506	497	32	32	32	12	12	19	42	42	35	15	15	15
Female	38	38	38082	100	0	99	523	523	518	8	8	8	24	24	24	62	62	61	5	5	7
Male	41	41	40166	100	0	99	523	523	507	3	3	14	23	23	26	69	69	54	5	5	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	46	46	29152	100	0	99	516	516	492	2	2	17	32	32	34	64	64	46	2	2	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	30	30	38347	100	0	99	539	539	531	3	3	5	14	14	17	72	72	68	10	10	10
Students with Disabilities	10	10	9353	100	0	100	476	476	429	30	30	40	40	40	38	30	30	22	0	0	1
Students without Disabilities	69	69	69024	99	0	99	530	530	524	2	2	7	21	21	23	71	71	62	6	6	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	51	51	33398	98	0	94	516	516	495	8	8	18	29	29	35	59	59	46	4	4	2
Non-Economically Disadvantaged	28	28	44979	100	0	100	534	534	525	0	0	6	15	15	18	78	78	66	7	7	10

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	79	79	78094	100	100	99	555	555	545	1	1	3	16	16	18	83	83	77	0	0	2
All Students (Prior Year)	70	70	74503	100	100	99	485	485	491	3	3	9	43	43	32	50	50	51	3	3	8
Female	38	38	38025	100	100	99	557	557	558	3	3	2	16	16	13	81	81	82	0	0	2
Male	41	41	40013	100	100	99	552	552	534	0	0	5	15	15	23	85	85	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	46	46	29068	100	100	99	556	556	523	2	2	5	9	9	27	89	89	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	30	30	38265	100	100	99	558	558	564	0	0	2	21	21	11	79	79	84	0	0	3
Students with Disabilities	10	10	9275	100	100	100	499	499	444	0	0	14	60	60	46	40	40	39	0	0	1
Students without Disabilities	69	69	68892	99	99	98	563	563	559	2	2	2	9	9	14	89	89	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	51	51	33296	98	98	94	550	550	527	0	0	5	18	18	27	82	82	67	0	0	0
Non-Economically Disadvantaged	28	28	44871	100	100	100	563	563	559	4	4	2	11	11	12	85	85	84	0	0	3

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.

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
7	Reading	100	61	61	51	100	60	NA	54	100	53	53	50
	Language	100	51	51	54	100	57	57	58	100	53	53	52
	Mathematics	100	55	55	58	100	61	61	62	100	49	49	50
8	Reading	96	56	56	53	100	53	NA	55	100	58	58	51
	Language	98	47	47	49	100	52	52	52	100	57	57	50
	Mathematics	98	48	48	58	100	54	54	61	100	58	58	53

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/](http://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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	1.00	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	2.25
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Hightly Qualified Teachers	6%

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 Football
- Ü Basketball
- Ü Volleyball
- Ü Track
- Ü Wrestling
- Ü Knowledge Bowl
- Ü Choir/Band

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü We were successfully able to implement our School Improvement plan. Our tutoring program was very successful.

ü Our during the day study hall greatly reduced the number of students who were failing courses due to incomplete work.

ü We met AYP and we also went from an Underperforming to a Performing school!

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	10	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	0	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

There will be a review of safety policies and procedures during the 2005-2006 school year. A new office referral form and matrix system were put into place last school year. 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

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	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.

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

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.