



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5125 E. Marilyn Rd., Scottsdale, AZ 85254

Paradise Valley 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)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Dr. Gary Londer  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : epage.pvUSD.k12.az.us/glonder/liberty/  
 Phone Number : (602) 493-6160  
 Fax Number : (602) 953-3006  
 E-mail : glonder@pvschools.net

Mission

Vision: To create a safe, supportive learning environment in which every student is continuously challenged and motivated to achieve his or her maximum academic potential.

Mission: To achieve individual excellence in every aspect of learning and development.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

Academic Rigor:

1. To increase the percentage of Liberty students achieving a minimum of one year of growth.

Personal Plans for Progress:

2. To increase the percentage of students exceeding standards in writing, reading and math. All Liberty students will have at least one personal plan for progress during the 05-06 school year.

Positive Behavioral Support to Impact Academic Achievement:

To participate in the Arizona Behavioral Initiative to identify discipline needs and to enable the continued development of a positive teaching and learning environment.

Enrollment

October 1, 2005 School Year Student Enrollment : 606  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 218

Instructional Programs

- ü Project Read
- ü Soar To Success
- ü Technology Integration
- ü Great Books
- ü Accelerated Reader
- ü Personal Plans for Progress
- ü Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Liberty aims to provide students with a safe, healthy environment, conducive to learning, which will enable all students to develop to their full potential academically, socially, emotionally and physically to become sound decision makers.

Parents

We believe parents play an important role in the education of their children. Academic excellence can only be achieved with the support of parents. Parents participate in the educational process by visiting the school on a regular basis.

Transportation Policy

Bus transportation services are provided for Kindergarten students who reside farther than one-half mile from the school and farther than one mile for students in grades one through six.

School Honors

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

Award/Honor	Year
ü Arizona Principal of the Year	1995
ü Arizona Reading Association Literacy Award	1996
ü A+ School	1996
ü Teachers College Writing and Reading Program	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	82	2516	80010	99	99	99	489	464	447	1	7	10	13	13	18	37	51	53	49	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1236	38935	100	100	99	484	462	447	NA	7	9	14	13	19	43	54	55	43	27	17
Male	45	1279	40974	98	98	98	493	465	448	2	7	11	13	13	18	31	48	52	53	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	--	95	2068	--	99	99	--	483	474	--	2	4	--	9	10	--	48	50	--	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	70	1762	35142	99	99	99	499	475	465	NA	3	5	9	9	11	37	52	56	54	36	28
Students with Disabilities	NC	347	10161	NC	93	93	NC	440	419	NC	16	28	NC	28	28	NC	39	36	NC	17	8
Students without Disabilities	73	2169	69849	100	100	100	492	467	451	NA	5	7	12	11	17	37	53	56	51	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	75	1917	40981	99	99	100	491	472	462	1	5	6	13	10	13	33	50	54	52	35	27

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	82	2495	79438	99	98	98	485	466	451	2	7	9	10	15	24	60	60	56	28	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1227	38775	100	99	99	485	471	457	3	6	7	8	14	22	57	60	58	32	20	13
Male	45	1267	40560	98	97	97	486	462	446	2	9	12	11	16	25	62	61	54	24	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	--	95	2063	--	99	99	--	477	475	--	2	3	--	8	15	--	71	63	--	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	70	1748	34887	99	98	98	493	479	471	NA	3	4	7	11	15	63	65	63	30	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	73	2166	69850	100	100	100	488	470	456	1	5	7	7	13	23	62	63	59	30	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	75	1907	40753	99	99	99	487	475	467	3	5	5	11	12	16	57	63	62	29	21	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	82	2525	79971	99	99	99	449	446	423	1	4	8	28	27	41	70	63	49	1	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1240	38974	100	100	99	449	459	437	3	2	5	30	21	33	65	68	57	3	9	4
Male	45	1284	40895	98	99	98	450	433	410	NA	6	10	27	33	47	73	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	--	94	2067	--	98	99	--	466	449	--	NA	4	--	21	28	--	66	60	--	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	71	1773	35150	100	99	99	449	457	437	1	2	5	28	23	35	70	69	56	NA	7	5
Students with Disabilities	NC	361	10258	NC	97	94	NC	408	377	NC	13	23	NC	42	51	NC	43	25	NC	2	1
Students without Disabilities	73	2164	69713	100	100	100	452	451	429	1	3	5	26	25	39	71	66	52	1	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	75	1923	40977	99	99	100	452	455	437	1	3	5	25	22	34	72	68	56	1	7	5

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

4th 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	97	2517	80147	98	99	99	531	502	482	NA	7	11	1	10	17	40	46	49	59	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1217	39281	97	99	99	530	503	483	NA	6	9	NA	11	17	32	45	50	68	38	24
Male	59	1297	40780	98	99	98	531	502	482	NA	7	12	2	9	17	46	47	48	53	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	--	554	33494	--	98	99	--	470	466	--	16	15	--	20	23	--	45	49	--	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	89	1761	36122	98	99	99	531	514	501	NA	3	5	1	6	10	38	46	50	61	45	35
Students with Disabilities	NC	375	10295	NC	95	92	NC	461	443	NC	24	33	NC	20	26	NC	40	33	NC	16	8
Students without Disabilities	88	2142	69852	100	100	100	535	509	488	NA	4	7	NA	8	16	35	47	51	65	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	610	38371	NC	97	97	NC	470	465	NC	15	15	NC	19	23	NC	50	49	NC	16	13
Non-Economically Disadvantaged	90	1907	41776	98	100	100	533	513	498	NA	4	6	NA	7	11	39	45	49	61	44	33

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	99	2496	79686	100	98	98	502	488	470	2	7	11	9	14	24	72	63	57	17	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1211	39163	100	99	99	514	494	475	NA	6	9	5	12	22	69	63	60	26	19	10
Male	60	1282	40438	100	97	97	494	483	465	3	9	13	12	16	25	73	63	54	12	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	--	549	33299	--	97	98	--	452	452	--	22	17	--	28	32	--	45	47	--	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	91	1746	35914	100	98	98	502	500	489	2	3	5	10	9	15	69	68	67	19	19	14
Students with Disabilities	11	353	9808	100	89	87	451	451	432	9	25	35	45	27	32	45	42	30	NA	6	3
Students without Disabilities	88	2143	69878	100	100	100	508	494	475	1	4	8	5	12	23	75	67	61	19	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	601	38095	NC	96	97	NC	454	452	NC	19	17	NC	26	32	NC	50	48	NC	5	3
Non-Economically Disadvantaged	92	1895	41591	100	99	99	503	499	486	2	4	6	9	10	16	72	67	65	17	19	13

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	96	2507	80372	97	99	99	507	500	475	NA	3	4	15	16	30	79	75	64	6	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1217	39452	100	99	99	513	511	488	NA	2	3	13	11	22	79	79	72	8	9	3
Male	57	1287	40836	95	98	98	504	490	464	NA	3	6	16	21	37	79	72	56	5	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	--	551	33608	--	98	99	--	467	462	--	7	6	--	30	36	--	62	57	--	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	88	1754	36213	97	99	99	508	510	489	NA	1	2	15	12	22	80	79	72	6	8	3
Students with Disabilities	NC	370	10526	NC	94	94	NC	455	427	NC	9	15	NC	43	53	NC	46	31	NC	1	1
Students without Disabilities	88	2137	69846	100	100	100	509	508	482	NA	1	3	13	12	26	81	80	69	7	7	2
Limited English Proficient Students	--	193	12747	--	96	97	--	416	432	--	17	12	--	53	52	--	31	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	608	38521	NC	97	98	NC	468	461	NC	7	6	NC	31	38	NC	61	55	NC	2	1
Non-Economically Disadvantaged	90	1899	41851	98	99	100	509	511	489	NA	1	3	13	12	22	81	80	72	6	8	4

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	86	2706	79306	98	99	99	540	519	504	NA	8	13	5	15	20	62	50	49	34	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1326	38845	98	99	99	539	519	505	NA	7	11	4	16	20	64	52	50	32	25	18
Male	36	1379	40383	97	99	98	541	520	504	NA	9	14	6	15	19	58	49	47	36	28	19
African American	--	80	4171	--	99	98	--	498	485	--	9	20	--	30	26	--	45	44	--	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	82	1893	36234	98	99	99	542	531	523	NA	5	6	5	10	13	60	53	52	35	33	28
Students with Disabilities	NC	358	10286	NC	95	91	NC	477	462	NC	32	41	NC	23	27	NC	37	27	NC	9	5
Students without Disabilities	83	2348	69020	100	100	100	540	525	510	NA	4	9	5	14	18	60	52	52	35	29	21
Limited English Proficient Students	--	182	10291	--	99	96	--	450	458	--	45	38	--	38	34	--	16	26	--	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	83	1997	41869	99	100	100	542	530	521	NA	5	7	4	11	14	61	52	51	35	32	27

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	88	2702	79000	100	99	98	530	503	489	2	7	10	1	17	24	67	63	58	30	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1321	38774	100	99	99	535	510	494	NA	5	7	NA	15	22	69	64	61	31	16	10
Male	37	1380	40150	100	99	98	522	497	485	5	9	12	3	18	25	65	62	55	27	12	8
African American	--	80	4153	--	99	98	--	493	476	--	3	13	--	29	30	--	59	53	--	10	4
Hispanic	NC	623	32508	NC	100	98	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	84	1888	36135	100	99	98	531	515	508	2	4	4	1	10	14	65	68	67	31	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	83	2350	69009	100	100	100	532	509	495	1	4	6	1	15	22	66	66	62	31	15	10
Limited English Proficient Students	--	182	10199	--	99	95	--	426	439	--	55	35	--	34	47	--	10	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	84	1994	41766	100	99	99	532	513	505	1	4	5	1	11	16	67	67	65	31	17	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	86	2704	79611	98	99	99	546	516	496	NA	4	7	6	24	37	90	70	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1330	39016	100	100	99	549	529	511	NA	3	4	6	17	29	88	77	66	6	3	1
Male	35	1373	40519	95	99	98	542	505	482	NA	6	10	6	31	44	91	62	46	3	1	0
African American	--	80	4188	--	99	98	--	514	486	--	4	9	--	24	40	--	70	50	--	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	82	1892	36380	98	99	99	547	526	511	NA	3	4	6	20	30	89	75	65	5	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	83	2345	68947	100	100	100	547	524	504	NA	2	4	6	21	34	89	75	61	5	2	1
Limited English Proficient Students	--	181	10362	--	99	97	--	425	438	--	24	22	--	62	57	--	14	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	83	1998	41985	99	100	100	547	526	511	NA	3	4	5	19	30	90	76	65	5	3	1

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

6th 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	95	2629	79327	96	99	98	554	535	518	1	10	19	8	15	20	59	52	46	32	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1291	38961	93	99	98	560	538	520	NA	9	16	5	15	20	60	54	48	35	23	16
Male	52	1337	40295	98	99	97	549	533	516	2	12	21	12	15	19	58	51	44	29	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	87	1879	36373	98	99	98	554	545	538	1	6	10	7	12	14	60	55	52	32	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	92	2286	70006	100	100	100	556	543	524	1	6	14	7	13	19	60	56	49	33	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	93	2011	42230	97	99	99	555	545	535	NA	7	11	9	12	15	59	53	50	32	27	24

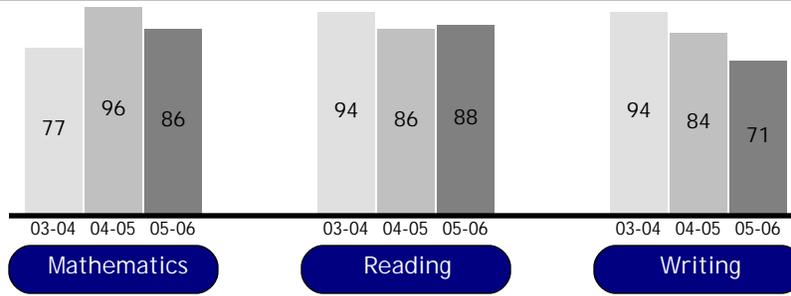
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2634	79501	100	99	98	530	513	497	NA	6	10	8	17	25	88	70	60	4	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1296	39062	100	100	99	535	519	502	NA	4	8	4	15	23	89	72	64	7	10	5
Male	53	1337	40368	100	99	98	525	507	491	NA	8	13	11	19	27	87	69	57	2	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	89	1885	36446	100	100	99	531	522	516	NA	3	4	7	12	15	89	76	73	4	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	92	2285	70090	100	100	100	533	519	502	NA	3	7	8	14	24	88	75	65	4	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	96	2014	42318	100	100	99	531	521	513	NA	3	5	7	13	17	89	75	70	4	9	7

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	97	2642	80000	98	100	99	597	587	564	NA	1	3	3	6	11	80	74	75	16	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1295	39288	98	100	99	615	602	579	NA	1	2	NA	3	6	71	71	77	29	26	16
Male	52	1346	40644	98	100	98	582	572	549	NA	2	4	6	9	15	88	78	74	6	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	88	1886	36602	99	100	99	597	594	579	NA	1	2	3	5	7	80	73	75	17	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	92	2285	70081	100	100	100	598	594	571	NA	1	2	2	3	7	80	75	79	17	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	95	2022	42466	99	100	100	598	594	578	NA	1	2	3	4	7	80	73	75	17	22	16

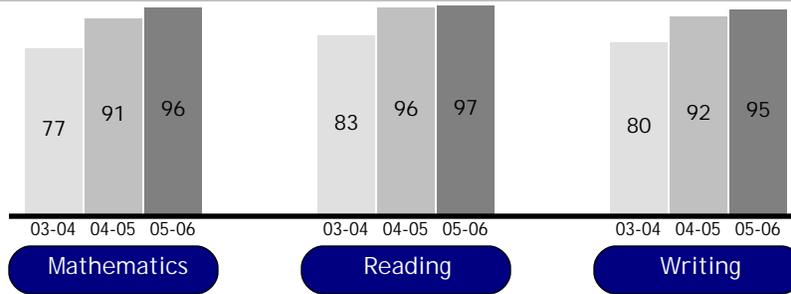
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	68	NA	58	98	65	55	47	100	68	56	46
	Language	96	62	59	50	98	68	55	47	100	75	58	48
	Mathematics	98	69	68	64	98	72	56	50	100	70	58	52
3	Reading	98	71	NA	55	100	62	56	44	99	75	61	46
	Language	96	76	69	61	100	62	55	44	98	68	58	46
	Mathematics	96	70	69	61	100	73	60	51	99	75	63	52
4	Reading	96	82	NA	56	100	74	58	48	100	73	65	52
	Language	97	73	63	52	100	73	57	49	97	67	65	52
	Mathematics	96	84	72	61	100	76	61	53	98	84	70	58
5	Reading	99	80	NA	55	100	69	58	50	100	78	65	56
	Language	100	72	60	49	100	69	59	50	98	76	65	54
	Mathematics	100	80	72	63	100	66	57	49	98	76	63	52
6	Reading	96	71	NA	56	99	71	61	51	100	78	67	56
	Language	95	70	61	48	99	66	57	47	98	73	61	50
	Mathematics	94	82	76	66	99	73	62	52	96	78	68	58

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

Council Duties

- Ü Student Learning
- Ü Community Input

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	3	0	0
10 or more years	0	25	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multimedia Studio

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Chorus (Grades 4-6)
- Ü Band (Grades 4-6)
- Ü Strings (Grades 3-6)

Social Services

- Ü Day Care
- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program

ü The Principal and Staff implemented a before and after school wide academic tutorial program.

ü The Liberty School Council, Staff, and PTA developed and monitored the results of a long range strategic plan to increase student achievement.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

Liberty Elementary School, in accordance with PVUSD procedures, has Crisis Prevention and Intervention procedures in place to ensure the safety of our students, teachers and public. Regularly scheduled drills for a variety of crises take place.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Gary Londer	(602) 493-6160
Transportation Policy	James Lee	(602) 867-5106
Community Resources	Gary Londer	(602) 493-6160
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Anice Jennings	(602) 493-6160
Student Health/Nurse	Linda VanSande	(602) 493-6163

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 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.

6 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).

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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.