

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Liberty Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Liberty Elementary District
19818 W. Hwy 85, Buckeye, AZ 85326-9258

Principal: Mrs. Nancy Bogart
Schedule: 7:00 AM to 4:00 PM
Web Address: www.liberty.k12.az.us
E-mail: nbogart@liberty.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 703
Phone: (623) 386-2286
Fax: (623) 386-7859

∨ School Overview ∨

Mission

The mission of Liberty School is to create a child-centered environment which ensures academic and personal success for all students. Liberty School believes that all children can succeed, that success breeds success, and that schools control the conditions of success. The nurturing staff reinforces this theme by providing best instructional practices that utilize a variety of motivating teaching techniques.

Organization and Philosophy

- w Self-contained (Pre-K Through 6th)
- w Departmentalized (7th-8th)
- w Team/Cross-grade-level Instruction
- w Multiple-handicapped Program

Instructional Programs

- w Standards-driven Instruction
- w 1st-4th Rdg. 15:1 Stdts:Tchr, 90 Min/Day
- w 7th-8th Rdg. Accelerated Reader Program
- w Mainstreamed Special Education
- w Accelerated Math Program 2nd-8th grade
- w Gifted Program
- w English Language Learner Program
- w Special Education Preschool

School/Academic Goals

- w To increase respectful student behavior through the use of the Responsibility Thinking Process and "Character Counts".
- w Implement Professional Learning Communities to improve our teaching and the learning of all students. This year's focus will be on reading achievement.
- w Increase math achievement of all students by emphasizing basic computation and problem-solving skills and through the use of our new Accelerated Math Program for grades two through eight.
- w To increase communication and activities within and throughout the school community.

Enrollment

October 1, 2001 School Year Student Enrollment:	696
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	96

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 4 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- w Improve Physical Environment
- w To Increase Parental Involvement
- w To Create Fine Arts Opportunities

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	42.50
Other Professional Staff	3.50	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	3	2	0	0
10 or more years	11	4	1	0

∨ **Shared Responsibilities** ∨

School

A safe, clean, respectful high-trust, low-fear environment for all students and parents. Educate students to a high level of academic standards. Clear and frequent communication from the principal regarding philosophy, curriculum standards and programs. Quarterly progress reports and report cards and other communication regarding academic achievement as needed. Two-way communication between school and home regarding students' academics, attendance and behavior.

Parents

Ensure regular attendance and provide proper clothing and nourishment. Read nightly with their children and help ensure homework is completed. Volunteer at the school when possible. Be a partner with their child's teacher in reinforcing academic goal attainment. Come to their children's extracurricular events and performances.

∨ **Transportation Policy** ∨

Liberty School provides transportation to all students due to the rural nature of its boundaries. Bus services are viewed as a privilege for students.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/8/02
Average Daily Instruction Time:	6 hrs. 15 min.	Last Day of School:	5/30/03

Operates on Extended Schedule

Report Card Release Dates

10/23/02	1/9/03	3/27/03	5/30/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W 30-station Windows Computer Lab	W Gymnasium/Auditorium
W Historic School House/Museum	W 7th/8th Grade Science Laboratory

Extracurricular Activities

W Science Olympiad 6-8	W Band/Chorus 4-8
W Math Challenge Club 3-8	W Student Council 5-8
W Boys/Girls Competitive Volleyball 6-8	W Boys/Girls Competitive Basketball 6-8
W Boys/Girls Competitive Baseball 7-8	W Drama, Literature, and Tutoring

School/Community Resources

W Breakfast and Lunch Program	W Head Start
W Counseling Services	W Rural Health Services
W TASK	W St. Mary's Food Bank
W Drug/Tobacco Resistance Education	W After School Recreation Opportunities

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w A very active site council that encourages and monitors tutoring and academic assistance for the students and communication for the community.</p> | <p>w Liberty provides extensive extracurricular activities for its 4th-8th grade students.</p> |
| <p>w Liberty has a partnership with the West Valley Fine Arts Council that provides for many fine arts opportunities and brings artists-in-residence to our school.</p> | <p>w The 1st-4th grade reading program of 90 minutes/day has reduced reading class sizes to an average of 15. It has research-based best instructional practices, a balanced-literacy approach, and motivating and leveled materials.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Recipient of Over \$2,000 in Grants	2001
Excellence in Financial Reporting - 5 Years	2001
15-year Ongoing Cultural Exchange Program	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	School 57	513	12%	16%	53%	19%
	State	58840	524	9%	17%	45%	29%
Writing	School	57	519	12%	19%	67%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	57	495	14%	42%	39%	5%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	70	504	17%	24%	44%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	72	510	12%	29%	53%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	74	501	11%	35%	18%	36%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	73	500	23%	25%	38%	14%
	State	57484	504	24%	20%	40%	16%
Writing	School	70	485	13%	53%	34%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	72	467	35%	46%	11%	8%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	83	51	60	--	--	--
2	Reading	--	--	--	100	37	50	90	37	52	89	31	53	73	50	57
	Language	--	--	--	100	24	40	93	26	43	89	27	44	73	37	48
	Mathematics	--	--	--	100	34	51	92	29	55	86	31	57	73	52	61
3	Reading	95	35	47	100	35	47	89	39	48	82	41	50	73	37	50
	Language	98	41	49	100	40	51	93	45	54	82	42	56	74	43	57
	Mathematics	92	40	46	100	40	49	93	35	52	82	45	54	75	39	56
4	Reading	100	37	53	100	31	54	97	35	54	84	49	55	79	50	55
	Language	100	33	47	100	30	49	97	38	48	84	50	50	80	46	50
	Mathematics	100	37	51	100	26	54	99	34	55	84	45	57	80	46	58
5	Reading	100	39	51	100	42	51	100	32	51	94	37	51	85	50	53
	Language	100	43	42	100	38	44	100	26	45	92	39	45	85	50	47
	Mathematics	100	45	51	100	43	54	100	35	55	95	54	57	85	68	59
6	Reading	100	51	53	100	53	54	93	47	53	84	50	54	80	59	56
	Language	100	38	41	100	44	44	94	38	44	84	42	45	80	48	47
	Mathematics	100	51	57	100	58	59	94	54	60	84	58	63	80	74	65
7	Reading	100	54	52	100	50	53	93	55	52	90	51	53	89	56	55
	Language	100	56	52	100	51	54	94	63	54	90	59	55	90	59	58
	Mathematics	100	51	53	100	43	55	93	59	56	90	64	58	89	71	60
8	Reading	100	52	54	100	67	54	94	58	53	87	51	55	84	53	56
	Language	100	44	46	100	55	49	92	49	49	86	52	50	84	47	52
	Mathematics	100	48	52	100	66	54	93	58	56	86	57	58	86	61	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	67	65
Grades 3-4	83	67
Grades 4-5	60	96
Grades 5-6	88	93
Grades 6-7	79	91
Grades 7-8	76	62

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

During the past year, Liberty School has put into practice policies and procedures that will enhance student responsibility, respect and safety. Students participate in a schoolwide Responsibility program and the 'Character Counts' program. An Emergency Plan notebook has been compiled and a West Valley Crisis Team has been formed. In addition to this, teachers have received information and training on how to deal with special needs students. Student safety is Liberty's top priority.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,789	\$2,272,358
Classroom Supplies	\$55	\$44,509
Administration	\$526	\$428,599
Support Services-Students	\$167	\$135,844
Other Support Services and Operations	\$528	\$430,602
Total Expenditures- All Categories 2000-2001	\$4,065	\$3,311,912

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

Total Expenditures may not be exact because of rounding.
 Information is self-reported by the district and is unaudited.
 * Based upon 2000-2001 Average Daily Membership (ADM).
 (School Expenditures divided by ADM)
 **Due to technical difficulties, data for multiple charter school sites is not available.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Nancy Bogart	(623) 386-2286	102
Transportation Policy	Gene Rusch	(623) 386-2094	111
Community Resources	Jason Robertson	(623) 386-2286	144
School Nutrition Programs	Kathryn Austin	(623) 386-2286	119
Parent Organization	Gail Lusk	(623) 853-0204	
Student Health/Nurse	Rachel Coppinger	(623) 386-2286	115

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.

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