

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

19818 W Hwy 85, Buckeye, AZ 85326

Liberty Elementary 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 : Mrs. Nancy Bogart
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 658
 Web Address : www.liberty.k12.az.us
 Phone Number : (623) 327-2810
 Fax Number : (623) 327-2819
 E-mail : nbogart@liberty.k12.az.us

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, and that schools control the conditions of success.

School / Academic Goals

- ü A philosophy of Character education will be readily apparent throughout the campus, in classrooms, in common areas, on announcements, at assemblies, and in the Responsible Thinking Classroom, as well as in all other discipline interventions.
- ü Liberty will continue to implement Professional Learning Communities to improve our teaching and the learning of all students. This year's focus will be on reading achievement.
- ü Liberty will increase the number of students who meet or exceed state standards in all areas of the AIMS test, in all grade levels 3-8, by a minimum of 5%.
- ü Liberty will keep all of our students K-6 who are 'benchmark' on the DIBELS reading assessment 'benchmark by the end of the year, and we will have at least 80% of our 'strategic' and 'intensive' intervention students moving up by the end of the year.

Enrollment

October 1, 2004 School Year Student Enrollment : 901
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 56

Instructional Programs

- Reading First
- 1st-4th Rdg. 120 Min/Day
- 7th-8th Rdg. Accelerated Reader Program
- Mainstreamed Special Education
- Intensive Reading Intervention for K-8
- Standards-driven Instruction
- Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 5 minutes
First Day of School :	8/4/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Liberty will provide a safe, respectful, high-trust environment for all students and parents. We will educate students to a high level of academic standards, with frequent communication from the school regarding philosophy, curriculum standards, academic progress, and programs.

Parents

We ask parents to ensure regular attendance and provide proper clothing and nourishment. We would like them to read nightly with their children and ensure homework is completed. We ask parents to be a partner with their child's teacher in reinforcing academic goal attainment, and volunteering if possible.

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, and we have high expectations for student behavior to ensure their safety on the bus.

School Honors

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

Award/Honor	Year
• Recipient of over \$200,000 in Grants	2005
• Excellence in Financial Reporting - 7 Years	2005
• Cultural Exchange Program - Best of the West award	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	110	299	79306	99	100	99	444	448	445	7	6	10	22	15	18	59	60	51	12	18	20
All Students (Prior Year)	85	235	75509	100	100	100	511	517	521	16	11	13	24	24	23	34	40	33	26	25	31
Female	63	146	38691	100	99	99	442	450	446	2	3	10	28	21	18	60	62	52	10	14	20
Male	47	152	40583	98	100	99	447	446	445	13	10	11	15	10	18	58	59	50	15	22	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	45	89	32869	100	99	99	431	428	429	12	14	15	32	25	25	50	53	51	6	8	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	63	198	36197	97	100	99	454	458	463	4	2	5	15	12	11	65	62	53	17	24	31
Students with Disabilities	NC	41	10321	NC	100	100	NC	402	389	NC	15	30	NC	21	27	NC	53	34	NC	12	9
Students without Disabilities	102	258	69060	99	99	98	445	456	454	7	5	7	22	15	17	58	61	54	13	19	22
Limited English Proficient Students	19	46	15509	100	100	100	415	385	406	21	23	20	47	38	30	21	35	45	11	5	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	NC	52	39415	NC	84	96	NC	436	431	NC	12	15	NC	17	25	NC	62	50	NC	10	10
Non-Economically Disadvantaged	107	247	39966	100	100	100	446	451	459	7	5	6	20	15	12	60	60	52	13	20	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	110	299	79395	99	0	99	459	460	446	2	2	9	26	16	25	61	69	55	11	13	11
All Students (Prior Year)	85	235	75492	100	100	100	515	521	519	15	8	12	18	19	16	54	53	47	13	20	24
Female	63	146	38743	100	0	100	460	467	451	0	1	7	26	17	24	66	72	57	8	11	12
Male	47	152	40618	98	0	99	458	452	440	5	4	11	25	15	27	55	67	53	15	14	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	45	89	32915	100	0	99	441	439	426	6	8	15	38	26	35	53	61	47	3	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	63	198	36221	97	0	99	471	470	465	0	0	4	17	11	15	67	72	63	17	17	17
Students with Disabilities	NC	41	10331	NC	0	100	NC	409	388	NC	6	25	NC	26	37	NC	59	34	NC	9	4
Students without Disabilities	102	258	69139	99	0	99	460	468	454	2	2	7	24	15	24	61	70	58	12	13	11
Limited English Proficient Students	19	46	15545	100	0	100	410	388	399	11	15	21	63	40	42	26	45	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	NC	52	39484	NC	0	96	NC	452	429	NC	5	14	NC	24	35	NC	64	47	NC	7	4
Non-Economically Disadvantaged	107	247	39986	100	0	100	460	462	461	2	2	4	24	15	16	63	70	63	11	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	110	299	78869	99	100	99	445	454	442	7	4	6	11	12	21	76	76	63	7	8	10
All Students (Prior Year)	83	232	75053	100	100	99	578	601	597	15	9	7	6	6	12	72	76	72	7	9	9
Female	63	146	38536	100	99	99	455	469	458	4	3	4	8	6	15	82	82	67	6	9	14
Male	47	152	40302	98	100	99	434	438	428	10	6	8	15	18	26	68	71	60	8	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	45	89	32606	100	99	98	418	421	426	18	13	8	12	19	27	68	67	60	3	1	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	63	198	36078	97	100	99	463	466	459	0	1	4	11	9	16	80	80	66	9	10	14
Students with Disabilities	NC	41	10246	NC	100	100	NC	400	367	NC	6	18	NC	24	39	NC	65	40	NC	6	4
Students without Disabilities	102	258	68697	99	99	98	446	462	454	7	4	4	8	10	18	78	78	67	6	8	11
Limited English Proficient Students	19	46	15339	100	100	100	375	364	399	32	20	11	21	28	31	47	53	54	0	0	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	NC	52	39106	NC	84	95	NC	447	427	NC	5	8	NC	19	28	NC	74	59	NC	2	5
Non-Economically Disadvantaged	107	247	39837	100	100	100	447	455	457	6	4	4	11	10	14	76	77	67	7	9	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	110	310	78906	100	100	99	494	499	498	15	14	13	24	18	19	42	43	48	19	25	20
All Students (Prior Year)	94	260	76019	100	100	100	505	508	499	5	8	14	48	43	39	13	14	14	35	36	33
Female	54	157	38644	100	99	99	502	501	500	11	8	12	18	18	19	45	48	49	25	26	19
Male	56	153	40236	100	100	99	485	496	497	18	20	15	30	19	19	39	38	46	14	23	20
African American	NC	10	4087	NC	91	99	NC	481	481	NC	33	20	NC	17	24	NC	50	45	NC	0	11
Hispanic	47	103	31938	100	100	99	476	477	481	21	23	19	29	27	25	39	39	46	11	12	10
Asian/Pacific Islander	--	11	1805	--	100	98	--	558	536	--	0	5	--	13	8	--	38	45	--	50	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	57	183	36483	98	99	99	507	507	517	8	10	7	21	14	13	46	46	51	25	31	30
Students with Disabilities	16	38	10664	100	100	100	475	431	430	27	37	42	40	26	27	13	26	26	20	11	5
Students without Disabilities	94	272	68310	100	100	98	498	509	509	12	10	9	21	17	18	48	45	51	19	27	22
Limited English Proficient Students	23	48	12573	100	100	100	476	432	454	27	40	27	27	26	30	36	30	38	9	5	5
Migrant Students	NC	14	125	NC	NA	NA	NC	451	476	NC	36	18	NC	50	35	NC	14	42	NC	0	5
Economically Disadvantaged	NC	63	38679	NC	85	96	NC	470	483	NC	25	20	NC	23	25	NC	48	45	NC	4	10
Non-Economically Disadvantaged	105	247	40295	100	100	100	495	505	513	15	12	7	22	17	13	43	42	50	20	29	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	110	310	78908	100	0	99	489	488	484	8	8	10	24	22	23	58	57	58	10	13	9
All Students (Prior Year)	94	260	76020	100	100	100	500	505	503	16	15	25	35	30	23	43	45	40	6	10	12
Female	54	157	38648	100	0	99	499	495	489	7	5	8	16	16	22	66	66	61	11	13	10
Male	56	153	40233	100	0	99	478	480	479	9	11	12	32	29	25	50	48	55	9	12	8
African American	NC	10	4092	NC	0	99	NC	500	473	NC	0	12	NC	33	28	NC	50	54	NC	17	5
Hispanic	47	103	31940	100	0	99	468	465	465	16	17	16	34	35	32	45	42	49	5	6	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	522	507	--	0	4	--	13	13	--	50	65	--	38	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	57	183	36502	98	0	99	505	497	502	2	4	4	15	16	14	69	65	67	15	15	15
Students with Disabilities	16	38	10665	100	0	100	469	425	423	20	26	30	33	34	36	40	37	31	7	3	2
Students without Disabilities	94	272	68312	100	0	98	492	498	493	5	5	7	22	20	21	62	60	62	11	14	10
Limited English Proficient Students	23	48	12556	100	0	100	454	418	436	27	30	24	41	44	40	32	26	35	0	0	1
Migrant Students	NC	14	125	NC	NA	NA	NC	439	457	NC	21	22	NC	79	40	NC	0	38	NC	0	0
Economically Disadvantaged	NC	63	38662	NC	0	96	NC	465	468	NC	15	16	NC	40	32	NC	42	49	NC	4	3
Non-Economically Disadvantaged	105	247	40315	100	0	100	490	493	498	8	6	5	22	18	15	59	61	66	10	14	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	110	310	78750	100	100	99	493	499	500	8	5	6	32	27	29	60	68	63	0	0	2
All Students (Prior Year)	94	260	75673	100	100	100	516	541	530	12	8	12	21	23	25	63	62	58	5	6	4
Female	54	157	38586	100	99	99	521	515	515	2	2	4	18	15	22	80	82	71	0	0	3
Male	56	153	40135	100	100	99	466	483	486	14	7	8	45	39	35	41	54	56	0	0	1
African American	NC	10	4081	NC	91	99	NC	506	488	NC	0	8	NC	33	32	NC	67	59	NC	0	2
Hispanic	47	103	31841	100	100	99	479	481	483	13	8	8	29	37	36	58	54	55	0	0	1
Asian/Pacific Islander	--	11	1802	--	100	98	--	531	533	--	0	2	--	25	16	--	75	75	--	0	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	57	183	36440	98	99	99	504	506	516	4	3	3	33	21	22	63	76	71	0	0	4
Students with Disabilities	16	38	10622	100	100	100	429	412	415	40	26	21	20	34	50	40	40	28	0	0	1
Students without Disabilities	94	272	68196	100	100	98	506	513	513	1	1	3	34	26	25	64	73	69	0	0	3
Limited English Proficient Students	23	48	12504	100	100	100	459	429	451	18	16	12	41	51	44	41	33	43	0	0	1
Migrant Students	NC	14	126	NC	NA	NA	NC	464	464	NC	7	14	NC	64	44	NC	29	41	NC	0	0
Economically Disadvantaged	NC	63	38558	NC	85	96	NC	492	485	NC	2	8	NC	44	37	NC	54	54	NC	0	1
Non-Economically Disadvantaged	105	247	40260	100	100	100	493	501	514	8	5	3	31	23	21	60	71	72	0	0	4

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

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	117	305	78250	100	100	99	554	546	548	18	18	21	17	19	18	55	54	48	10	9	13
All Students (Prior Year)	71	238	75001	97	100	99	474	474	468	31	29	37	42	47	36	10	9	16	18	15	10
Female	71	152	38071	100	98	99	548	545	549	23	18	20	16	20	19	56	57	49	5	5	12
Male	46	153	40126	100	100	99	563	546	547	10	19	23	18	17	17	54	50	46	18	14	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	47	93	29129	100	100	99	545	530	527	26	28	32	18	24	23	41	41	40	15	8	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	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	67	194	38320	100	97	99	561	555	568	12	14	12	17	18	14	64	57	55	7	11	19
Students with Disabilities	NC	33	9329	NC	97	100	NC	434	454	NC	67	64	NC	23	18	NC	10	16	NC	0	2
Students without Disabilities	112	272	68996	100	100	99	559	560	561	15	12	16	17	18	18	58	59	52	11	11	14
Limited English Proficient Students	14	21	10133	100	100	100	512	437	488	40	33	45	33	38	25	27	29	28	0	0	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	NC	37	33388	NC	88	94	NC	530	530	NC	38	32	NC	25	22	NC	34	40	NC	3	5
Non-Economically Disadvantaged	116	268	44937	100	100	100	554	548	561	17	16	13	17	18	15	56	56	54	10	10	18

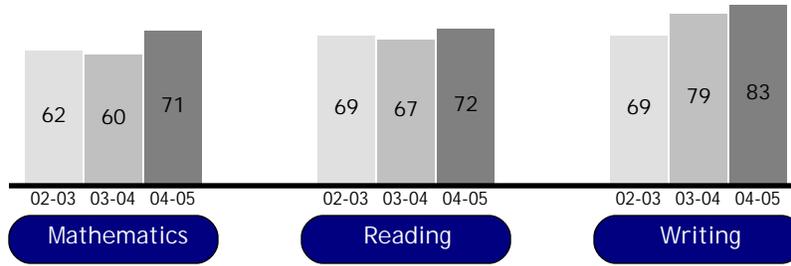
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	305	78302	100	0	99	530	523	512	7	5	11	20	19	25	60	67	57	13	8	7
All Students (Prior Year)	72	239	74918	99	100	99	493	505	497	30	23	32	30	23	19	23	36	35	17	19	15
Female	71	152	38082	100	0	99	527	528	518	7	4	8	20	17	24	64	71	61	10	8	7
Male	46	153	40166	100	0	99	534	519	507	8	7	14	21	21	26	54	64	54	18	8	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	47	93	29152	100	0	99	512	506	492	13	13	17	28	26	34	49	56	46	10	5	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	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	67	194	38347	100	0	99	543	534	531	3	2	5	12	16	17	69	71	68	15	11	10
Students with Disabilities	NC	33	9353	NC	0	100	NC	421	429	NC	30	40	NC	47	38	NC	23	22	NC	0	1
Students without Disabilities	112	272	69024	100	0	99	534	536	524	4	2	7	19	16	23	63	73	62	14	9	7
Limited English Proficient Students	14	21	10140	100	0	100	485	410	451	20	19	28	47	52	43	33	29	29	0	0	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	NC	37	33398	NC	0	94	NC	504	495	NC	16	18	NC	28	35	NC	53	46	NC	3	2
Non-Economically Disadvantaged	116	268	44979	100	0	100	531	526	525	6	4	6	20	18	18	61	69	66	13	9	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	116	304	78094	100	99	99	562	554	545	2	3	3	14	13	18	84	84	77	0	0	2
All Students (Prior Year)	73	240	74503	100	100	99	474	513	491	9	6	9	36	23	32	52	59	51	3	12	8
Female	71	152	38025	100	98	99	565	564	558	2	3	2	11	7	13	87	90	82	0	0	2
Male	45	152	40013	100	100	99	557	544	534	3	3	5	18	19	23	79	78	71	0	1	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	46	92	29068	98	100	99	546	533	523	5	8	5	18	16	27	77	76	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	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	67	194	38265	100	97	99	574	565	564	0	1	2	10	12	11	90	87	84	0	1	3
Students with Disabilities	NC	33	9275	NC	97	100	NC	437	444	NC	13	14	NC	50	46	NC	37	39	NC	0	1
Students without Disabilities	111	271	68892	100	100	98	568	569	559	1	2	2	11	8	14	88	90	82	0	0	2
Limited English Proficient Students	13	20	10084	93	100	100	512	422	474	7	14	10	33	33	39	60	52	50	0	0	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	NC	37	33296	NC	88	94	NC	508	527	NC	13	5	NC	28	27	NC	59	67	NC	0	0
Non-Economically Disadvantaged	115	267	44871	100	100	100	563	560	559	2	2	2	13	11	12	85	87	84	0	0	3

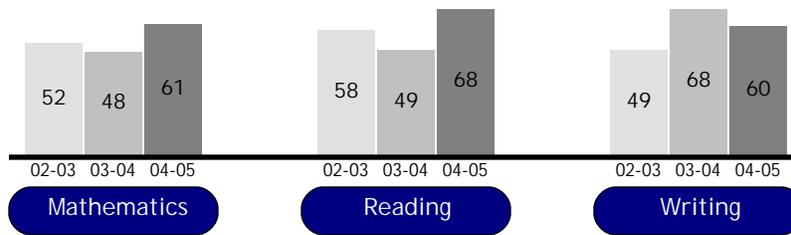
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

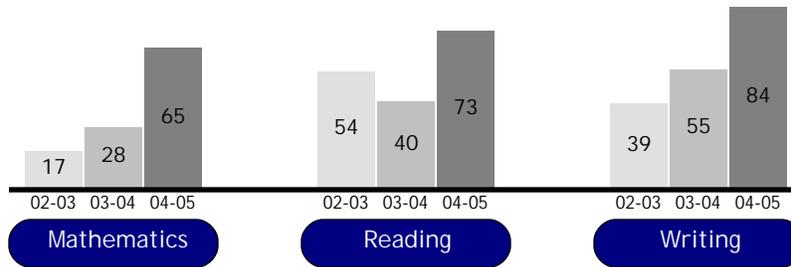
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	94	39	48	50	97	61	NA	58	100	41	49	47
	Language	100	35	40	43	97	45	50	50	100	39	45	47
	Mathematics	97	46	53	57	97	49	59	64	100	39	45	50
3	Reading	100	45	51	47	100	45	NA	55	99	49	53	44
	Language	100	50	55	54	100	44	56	61	99	46	52	44
	Mathematics	100	53	54	54	100	50	54	61	99	43	51	51
4	Reading	99	37	49	52	94	51	NA	56	100	43	51	48
	Language	99	39	49	48	100	41	48	52	100	43	51	49
	Mathematics	100	40	52	57	100	46	51	61	100	49	53	53
5	Reading	100	47	57	50	100	52	NA	55	100	52	55	50
	Language	100	46	56	46	100	46	53	49	100	49	52	50
	Mathematics	100	57	63	57	100	61	66	63	100	46	49	49
6	Reading	100	58	60	53	98	57	NA	56	98	56	60	51
	Language	97	51	52	45	99	44	53	48	98	50	55	47
	Mathematics	100	70	69	62	99	67	72	66	98	52	55	52
7	Reading	100	53	60	51	98	62	NA	54	100	58	64	50
	Language	100	54	61	54	98	70	70	58	100	58	61	52
	Mathematics	100	76	68	58	98	82	75	62	100	59	58	50
8	Reading	100	52	57	53	99	53	NA	55	100	54	57	51
	Language	100	49	54	49	97	49	59	52	100	54	56	50
	Mathematics	97	61	62	58	95	66	65	61	100	57	56	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/

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

Council Duties

- Ü Improve Physical Environment
- Ü To Increase Parental Involvement
- Ü To Create Fine Arts Opportunities
- Ü To Advise in the NCLB Compliance Process

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	3	0	0
4 to 6 years	9	2	0	0
7 to 9 years	2	0	0	0
10 or more years	9	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	97
Teachers with Emergency Certificaton.	22
Percent of teachers in the school with Emergency/Provisional Certification	46%
Percent of core classes not taught by Highly Qualified Teachers	60%

Resources Available at School Site

Special Facilities

- Ü One 30- station Computer Lab
- Ü Full size Library
- Ü Gymnasium/Auditorium

Extracurricular Activities

- Ü Science Olympiad 6-8
- Ü Art Club 4-8 / Student Newspaper 4-5-6
- Ü National Junior Honor Society 6-7-8
- Ü Boys and Girls Volleyball 6-8
- Ü Math Challenge Club 3-8
- Ü Boys and Girls Basketball 6-8
- Ü Student Council 5-8
- Ü Baseball and Softball 7-8

Social Services

- Ü Breakfast and Lunch Program
- Ü Mentoring Program
- Ü Dental Services
- Ü DARE Program 6th Grade
- Ü Counseling Services
- Ü Second Steps Program 7-8
- Ü Rural Health Services
- Ü Parenting Classes/ Motherhead

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A deep volunteer parent base, an active site council that encourages and monitors tutoring and academic assistance for the students and communication with the parents, and a PTSO that plans activities and programs to be of service to the community.
- ü Liberty provides extensive extracurricular activities for its 4th-8th grade students. A Liberty student represented our district at the regional Spelling Bee, placing 2nd, and another qualified for the state finals of the Geography Bee at ASU.
- ü Tammy Novacek, fifth grade teacher at Liberty, was awarded her National Board Certification mid way through the last school year!
- ü Liberty students represented the district at the regional Math Challenge competition with Westside Impact, placing in the top 25% of the competing schools.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	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

Liberty School has established policies and procedures that will enhance student responsibility, respect, and safety. Students participate in a schoolwide Responsibility program, an Emergency Plan has been compiled, and a Crisis Team has been formed. Liberty School has a partnership with the Buckeye Police Department for a grant providing a School Resource Office on campus two days a week.

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) :

5

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	Nancy Bogart	(623) 327-2810
Transportation Policy	Don Klein	(623) 327-2970
Community Resources	Jason Robertson	(623) 327-2810
School Nutrition Programs	Kathryn Austin	(623) 327-2975
Parent Organization	Thad McCloud	(623) 932-2836
Student Health/Nurse	Randi Stewart, Health Aide	(623) 327-2815

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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** Due to booklet size printing, print copies are produced in multiples of 4.