

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10301 S San Miguel, Goodyear, AZ 85338

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 Highly Performing
2003-04 Highly Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mr. Dave Bogart
Schedule : 07:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 722
Web Address : www.liberty.k12.az.us
Phone Number : (623) 327-2820
Fax Number : (623) 327-2829
E-mail : dbogart@liberty.k12.az.us

Mission

The mission of the Liberty District is to create a child-centered environment that ensures academic and personal success for all our children.

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 / Academic Goals

- ü To increase the Estrella Mountain Elementary AIMS scores by 5% in all categories.
- ü To take the next step in implementing Professional Learning Communities on our campus to improve our teaching and learning of all students. This will be done by aligning our instructional strategies with the Articulated Arizona State Standards.
- ü Liberty District students will meet or exceed state standards in all curriculum areas.
- ü The Liberty District will provide systems of communication to promote involvement of parents, staff, and community.

Enrollment

October 1, 2004 School Year Student Enrollment : 660
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- Ü K-8 Reading Aligned with State Standards
- Ü K-3 Reading Intervention DIBELS Based
- Ü 2-8 Accelerated Math Program
- Ü 6-8 Literary Elements Reading Program
- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü Academic clubs

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

Estrella Mountain will provide the following: An attractive and safe environment for students; a high level of academic standards; monthly and weekly news bulletins; quarterly progress reports and report cards; an open door policy.

Parents

Parents are asked to support their children by: becoming actively involved in school activities; communicating with teachers often to become a partner in their child's education; supporting all school rules and policies.

Transportation Policy

The Liberty School District will bus students that are outside a one-mile radius of the school. 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
Ü Math Counts, Third Place Regionals	2005
Ü Science Olympiad, Eighth Place State	2005
Ü 4th Team at State Science Olympiad	2003
Ü Westmarc Best of the West Award in Education	2003

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	75	299	79306	100	100	99	474	448	445	1	6	10	6	15	18	60	60	51	33	18	20
All Students (Prior Year)	88	235	75509	100	100	100	531	517	521	5	11	13	19	24	23	47	40	33	29	25	31
Female	31	146	38691	100	99	99	465	450	446	0	3	10	10	21	18	70	62	52	20	14	20
Male	43	152	40583	100	100	99	481	446	445	3	10	11	3	10	18	53	59	50	42	22	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	10	89	32869	100	99	99	450	428	429	0	14	15	11	25	25	78	53	51	11	8	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	60	198	36197	100	100	99	480	458	463	0	2	5	6	12	11	55	62	53	40	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	67	258	69060	97	99	98	472	456	454	2	5	7	7	15	17	59	61	54	32	19	22
Limited English Proficient Students	NC	46	15509	NC	100	100	NC	385	406	NC	23	20	NC	38	30	NC	35	45	NC	5	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	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	70	247	39966	100	100	100	475	451	459	2	5	6	6	15	12	59	60	52	33	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	75	299	79395	100	0	99	477	460	446	0	2	9	10	16	25	76	69	55	13	13	11
All Students (Prior Year)	88	235	75492	100	100	100	526	521	519	5	8	12	16	19	16	52	53	47	28	20	24
Female	31	146	38743	100	0	100	472	467	451	0	1	7	10	17	24	83	72	57	7	11	12
Male	43	152	40618	100	0	99	479	452	440	0	4	11	11	15	27	72	67	53	17	14	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	10	89	32915	100	0	99	462	439	426	0	8	15	11	26	35	89	61	47	0	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	60	198	36221	100	0	99	480	470	465	0	0	4	9	11	15	74	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	67	258	69139	97	0	99	476	468	454	0	2	7	12	15	24	76	70	58	12	13	11
Limited English Proficient Students	NC	46	15545	NC	0	100	NC	388	399	NC	15	21	NC	40	42	NC	45	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	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	70	247	39986	100	0	100	478	462	461	0	2	4	10	15	16	76	70	63	14	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	75	299	78869	100	100	99	474	454	442	3	4	6	10	12	21	76	76	63	10	8	10
All Students (Prior Year)	87	232	75053	99	100	99	614	601	597	5	9	7	7	6	12	77	76	72	11	9	9
Female	31	146	38536	100	99	99	475	469	458	3	3	4	3	6	15	87	82	67	7	9	14
Male	43	152	40302	100	100	99	471	438	428	3	6	8	17	18	26	69	71	60	11	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	10	89	32606	100	99	98	435	421	426	11	13	8	22	19	27	67	67	60	0	1	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	60	198	36078	100	100	99	477	466	459	2	1	4	9	9	16	77	80	66	11	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	67	258	68697	97	99	98	472	462	454	3	4	4	12	10	18	75	78	67	10	8	11
Limited English Proficient Students	NC	46	15339	NC	100	100	NC	364	399	NC	20	11	NC	28	31	NC	53	54	NC	0	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	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	70	247	39837	100	100	100	475	455	457	3	4	4	10	10	14	76	77	67	11	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	79	310	78906	99	100	99	545	499	498	3	14	13	4	18	19	41	43	48	51	25	20
All Students (Prior Year)	94	260	76019	100	100	100	532	508	499	5	8	14	27	43	39	16	14	14	52	36	33
Female	40	157	38644	100	99	99	542	501	500	0	8	12	6	18	19	42	48	49	53	26	19
Male	39	153	40236	98	100	99	549	496	497	6	20	15	3	19	19	41	38	46	50	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	16	103	31938	100	100	99	566	477	481	0	23	19	0	27	25	50	39	46	50	12	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	558	536	NC	0	5	NC	13	8	NC	38	45	NC	50	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	52	183	36483	93	99	99	543	507	517	2	10	7	4	14	13	38	46	51	55	31	30
Students with Disabilities	10	38	10664	91	100	100	490	431	430	20	37	42	10	26	27	60	26	26	10	11	5
Students without Disabilities	69	272	68310	100	100	98	555	509	509	0	10	9	3	17	18	38	45	51	59	27	22
Limited English Proficient Students	--	48	12573	--	100	100	--	432	454	--	40	27	--	26	30	--	30	38	--	5	5
Migrant Students	--	14	125	--	NA	NA	--	451	476	--	36	18	--	50	35	--	14	42	--	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	75	247	40295	100	100	100	548	505	513	2	12	7	5	17	13	40	42	50	54	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	79	310	78908	99	0	99	520	488	484	0	8	10	7	22	23	72	57	58	21	13	9
All Students (Prior Year)	94	260	76020	100	100	100	514	505	503	8	15	25	22	30	23	57	45	40	14	10	12
Female	40	157	38648	100	0	99	525	495	489	0	5	8	0	16	22	78	66	61	22	13	10
Male	39	153	40233	98	0	99	515	480	479	0	11	12	16	29	25	66	48	55	19	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	16	103	31940	100	0	99	533	465	465	0	17	16	0	35	32	83	42	49	17	6	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	522	507	NC	0	4	NC	13	13	NC	50	65	NC	38	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	52	183	36502	93	0	99	517	497	502	0	4	4	9	16	14	70	65	67	21	15	15
Students with Disabilities	10	38	10665	91	0	100	479	425	423	0	26	30	40	34	36	60	37	31	0	3	2
Students without Disabilities	69	272	68312	100	0	98	527	498	493	0	5	7	2	20	21	74	60	62	24	14	10
Limited English Proficient Students	--	48	12556	--	0	100	--	418	436	--	30	24	--	44	40	--	26	35	--	0	1
Migrant Students	--	14	125	--	NA	NA	--	439	457	--	21	22	--	79	40	--	0	38	--	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	75	247	40315	100	0	100	522	493	498	0	6	5	6	18	15	72	61	66	22	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	79	310	78750	99	100	99	528	499	500	0	5	6	13	27	29	87	68	63	0	0	2
All Students (Prior Year)	94	260	75673	100	100	100	583	541	530	4	8	12	15	23	25	71	62	58	10	6	4
Female	40	157	38586	100	99	99	531	515	515	0	2	4	8	15	22	92	82	71	0	0	3
Male	39	153	40135	98	100	99	524	483	486	0	7	8	19	39	35	81	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	16	103	31841	100	100	99	535	481	483	0	8	8	8	37	36	92	54	55	0	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	25	16	NC	75	75	NC	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	52	183	36440	93	99	99	525	506	516	0	3	3	13	21	22	87	76	71	0	0	4
Students with Disabilities	10	38	10622	91	100	100	494	412	415	0	26	21	40	34	50	60	40	28	0	0	1
Students without Disabilities	69	272	68196	100	100	98	534	513	513	0	1	3	9	26	25	91	73	69	0	0	3
Limited English Proficient Students	--	48	12504	--	100	100	--	429	451	--	16	12	--	51	44	--	33	43	--	0	1
Migrant Students	--	14	126	--	NA	NA	--	464	464	--	7	14	--	64	44	--	29	41	--	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	75	247	40260	100	100	100	528	501	514	0	5	3	12	23	21	88	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	73	305	78250	100	100	99	559	546	548	12	18	21	19	19	18	59	54	48	10	9	13
All Students (Prior Year)	102	238	75001	100	100	99	476	474	468	30	29	37	46	47	36	7	9	16	16	15	10
Female	29	152	38071	100	98	99	559	545	549	7	18	20	22	20	19	63	57	49	7	5	12
Male	44	153	40126	100	100	99	559	546	547	14	19	23	17	17	17	57	50	46	12	14	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	14	93	29129	100	100	99	562	530	527	8	28	32	23	24	23	69	41	40	0	8	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	53	194	38320	93	97	99	556	555	568	14	14	12	20	18	14	52	57	55	14	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	64	272	68996	100	100	99	565	560	561	8	12	16	15	18	18	65	59	52	12	11	14
Limited English Proficient Students	NC	21	10133	NC	100	100	NC	437	488	NC	33	45	NC	38	25	NC	29	28	NC	0	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	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	72	268	44937	100	100	100	559	548	561	12	16	13	19	18	15	59	56	54	10	10	18

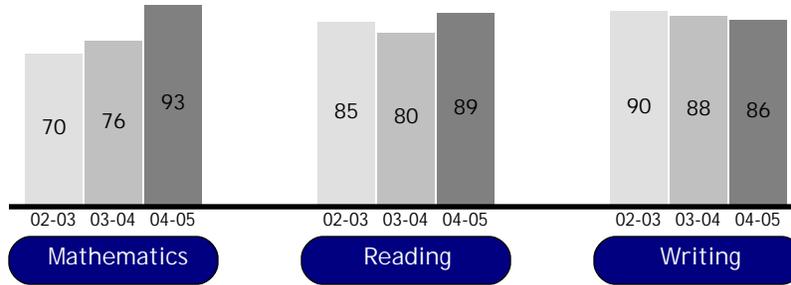
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	305	78302	100	0	99	534	523	512	0	5	11	16	19	25	78	67	57	6	8	7
All Students (Prior Year)	102	239	74918	100	100	99	519	505	497	13	23	32	20	23	19	45	36	35	23	19	15
Female	29	152	38082	100	0	99	541	528	518	0	4	8	7	17	24	85	71	61	7	8	7
Male	44	153	40166	100	0	99	529	519	507	0	7	14	21	21	26	74	64	54	5	8	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	14	93	29152	100	0	99	532	506	492	0	13	17	15	26	34	85	56	46	0	5	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	53	194	38347	93	0	99	533	534	531	0	2	5	18	16	17	74	71	68	8	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	64	272	69024	100	0	99	538	536	524	0	2	7	13	16	23	80	73	62	7	9	7
Limited English Proficient Students	NC	21	10140	NC	0	100	NC	410	451	NC	19	28	NC	52	43	NC	29	29	NC	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	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	72	268	44979	100	0	100	535	526	525	0	4	6	15	18	18	79	69	66	6	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	73	304	78094	100	99	99	584	554	545	0	3	3	6	13	18	93	84	77	1	0	2
All Students (Prior Year)	102	240	74503	100	100	99	558	513	491	1	6	9	11	23	32	67	59	51	21	12	8
Female	29	152	38025	100	98	99	596	564	558	0	3	2	0	7	13	100	90	82	0	0	2
Male	44	152	40013	100	100	99	577	544	534	0	3	5	10	19	23	88	78	71	2	1	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	14	92	29068	100	100	99	586	533	523	0	8	5	0	16	27	100	76	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	53	194	38265	93	97	99	582	565	564	0	1	2	8	12	11	90	87	84	2	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	64	271	68892	100	100	98	591	569	559	0	2	2	2	8	14	97	90	82	2	0	2
Limited English Proficient Students	NC	20	10084	NC	100	100	NC	422	474	NC	14	10	NC	33	39	NC	52	50	NC	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	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	72	267	44871	100	100	100	585	560	559	0	2	2	6	11	12	93	87	84	1	0	3

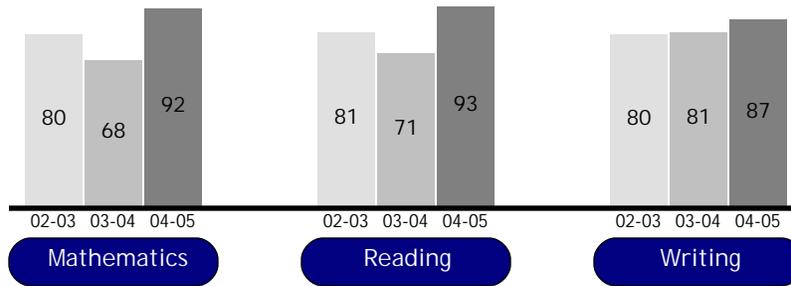
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

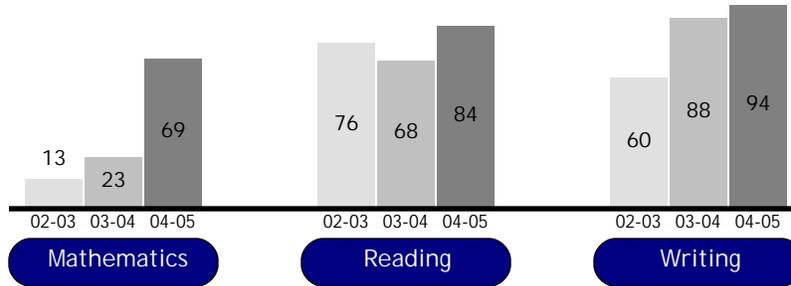
3rd Grade Proficiency



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.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	71	48	50	100	66	NA	58	100	63	49	47
	Language	100	60	40	43	100	61	50	50	100	57	45	47
	Mathematics	100	64	53	57	100	72	59	64	100	59	45	50
3	Reading	100	66	51	47	98	66	NA	55	100	61	53	44
	Language	100	71	55	54	98	66	56	61	100	61	52	44
	Mathematics	100	66	54	54	98	61	54	61	100	65	51	51
4	Reading	96	63	49	52	99	74	NA	56	100	62	51	48
	Language	100	59	49	48	100	59	48	52	100	62	51	49
	Mathematics	100	69	52	57	100	65	51	61	100	61	53	53
5	Reading	96	76	57	50	100	75	NA	55	99	69	55	50
	Language	99	76	56	46	100	68	53	49	99	67	52	50
	Mathematics	99	81	63	57	100	82	66	63	99	67	49	49
6	Reading	99	70	60	53	100	74	NA	56	100	67	60	51
	Language	99	63	52	45	100	63	53	48	100	64	55	47
	Mathematics	97	77	69	62	100	80	72	66	100	64	55	52
7	Reading	100	72	60	51	100	71	NA	54	100	70	64	50
	Language	100	76	61	54	100	75	70	58	100	68	61	52
	Mathematics	99	67	68	58	100	79	75	62	100	69	58	50
8	Reading	100	69	57	53	100	71	NA	55	100	63	57	51
	Language	100	69	54	49	100	71	59	52	100	62	56	50
	Mathematics	100	69	62	58	100	65	65	61	100	60	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."

Estrella Mountain Elementary School

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 School/Community Relations
- Ü Extracurricular Activities
- Ü Fine Arts Committee
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	1	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	91%

Resources Available at School Site

Special Facilities

- Ü Computer Lab: 30 Stations
- Ü Computers in Classrooms K-8
- Ü Student computers 4-8

Extracurricular Activities

- Ü Science Olympiad
- Ü Band
- Ü Chorus
- Ü Athletics
- Ü Math Counts
- Ü National Junior Honors Society
- Ü Drama Club
- Ü Latin Club

Social Services

- Ü Goodyear Police Support/Program
- Ü Goodyear Fire Education Program
- Ü Health Services
- Ü School Lunch Program
- Ü Second Steps
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Estrella Mountain Elementary School exceeded the state average in Reading, Math, and Writing.

- ü The Liberty District successfully launched a parent survey aimed at looking for areas of improvement deemed necessary by the results and an opportunity to celebrate our successes. Increased communication with addition of a weekly parent newsletter.

- ü Estrella Mountain Elementary staff met regularly in Professional Learning Communities evaluating student data to successfully address researched based instructional strategies which raised our student achievement on state testing.

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	8	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

Our school utilizes the Responsible Thinking Discipline Program decreasing disruptions in the classroom. Proactive programs include Character Counts Curriculum and School Resource Officer activities, which create a safe learning environment. We utilize our school counselor to actively instruct students in peer mediation and bully intervention strategies.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Dave Bogart	(623) 327-2820
Transportation Policy	Don Klein	(623) 327-2970
Community Resources	Angela Cravener	(623) 327-2820
School Nutrition Programs	Kathryn Austin	(623) 327-2975
Parent Organization	Lisa Tucker	(623) 327-2820
Student Health/Nurse	Kristi Fredo	(623) 327-2820

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.