

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Scott L. Libby Elementary School

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

Litchfield Elementary District  
18701 W. Thomas Road, Litchfield Park, AZ 85340-4908  
Mailing Address: 553 Plaza Circle, Suite B, Litchfield Park, AZ 85340-4908

Principal: Mrs. Lee K. Nelson  
Schedule: 7:30 AM to 3:30 PM  
Web Address: [lesd.k12.az.us](http://lesd.k12.az.us)  
E-mail: [lesd.k12.az.us](mailto:lesd.k12.az.us)

Grades: K-5  
2002 Enrollment: 540  
Phone: (623) 535-6200  
Fax: (623) 935-7803

### ∨ School Overview ∨

#### Mission

Our goal is to prepare students to participate in a culturally diverse society, to be lifelong learners and to function as effective and informed citizens who are prepared for a productive work life. We offer a broad-based and challenging curriculum which reflects high expectations and actively involves students in their learning with opportunities for success in basic and the more advanced skills of reasoning, analysis, problem solving and decision making.

#### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Team Teaching
- w Multiage Classrooms

#### School/Academic Goals

- w All students will be involved in hands-on math and science programs which emphasize problem-solving.
- w All students will demonstrate continuous academic growth as measured by SAT-9, AIMS and other measures.
- w All students will participate in technology/computer training.
- w All students will participate in an integrated literature-based language arts program.

#### Instructional Programs

- w Gifted
- w Full-day Kindergarten
- w On-site Special Education
- w After school tutoring
- w Project Preserve
- w Accelerated Reader Program
- w Character Education
- w Reading and Math Lab

#### Enrollment

October 1, 2001 School Year Student Enrollment:	693
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	11

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 5 Student(s)

**Council Duties**

- w Curriculum Development
- w School Safety Issues
- w School Climate
- w Parent/Educator Relations
- w Textbook Selection
- w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	4.00	Teacher Aide	14.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

We regularly communicate students' progress to parents and the community using a variety of formal and informal techniques. Our Handbook is sent home at the start of each school year and a bi-weekly school newsletter is published. Parent/teacher conferences are scheduled on a regular basis and/or as requested. Our website provides up-to-date information and assistance. Parents are encouraged to participate in their child's education.

**Parents**

To ensure that the student arrives at school prepared for optimal learning; ensure that their child is willing to work with the school to support education; has appropriate immunizations; is properly nourished and in good health; arrives at school on time and is present on a regular basis; is aware of the school rules and opportunities; and participates fully in the home-school communication process.

∨ **Transportation Policy** ∨

As a rural school site, the majority of Scott Libby students are transported by bus on a daily basis. Adaptations are made for special needs and other students with varying handicaps. All students are instructed in bus safety and evacuation procedures. Bus conduct reports are used to communicate inappropriate or unsafe behaviors to parents and teachers.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/5/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.                      **Last Day of School:** 5/30/03  
**Operates on Year-round Schedule**

**Report Card Release Dates**

10/25/02                      1/10/03                      3/5/03                      5/29/03

**Additional Calendar/Report Card Information**

Parents are encouraged to meet regularly with teachers to discuss their childre's academic progress. All third-fifth graders receive midterm reports to share with their parents. Many teachers send home weekly progress reports for either their entire class or for individual students.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - No

<sup>3</sup> 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 Project Preserve
- W Activity Center
- W Multimedia Advanced Computer Lab
- W Outdoor Amphitheater

**Extracurricular Activities**

- W Chorus
- W Student Council
- W Tutoring
- W Study Buddies
- W Peer Mediators

**School/Community Resources**

- W Breakfast Program
- W Clothing/Food Banks
- W Crisis Intervention
- W Day Care
- W Lunch Program
- W Counseling Services
- W Health Services
- W Recreational Activities

## ∨ 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 We have established an afterschool tutoring program for fourth and fifth grade students to provide help with homework and basic skills. We are committed to help students achieve their highest potential.</p>                            | <p>w Our annual Fall Family Literacy Night provides motivation and information for parents to work more effectively with their children. Monthly newsletter articles further encourage and support parents with regard to literacy development.</p> |
| <p>w The Peer Mediation Program for fourth-fifth graders provides an opportunity for students to learn/apply problem-solving strategies and develop interpersonal skills. Students are trained annually to support this important program.</p> | <p>w The schoolwide Spring Science Fair provides an opportunity for students to develop, create and present a representation of scientific inquiry and subsequent learning.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	14.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	12.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
Millennium Green Project	2000
Westside Impact Teacher of the Year	2001
Westside Impact Teacher of the Year	2002
Special Mention: Golden Bell Award	2002

## ∨ 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 <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	83	534	7%	8%	46%	39%
	State	58840	524	9%	17%	45%	29%
Writing	School	79	552	4%	13%	62%	22%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	85	527	6%	18%	41%	35%
	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	98	508	18%	24%	43%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	94	524	11%	23%	48%	18%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	100	511	7%	34%	15%	44%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	88	58	60	--	--	--
2	Reading	--	--	--	100	49	50	100	61	52	84	62	53	85	53	57
	Language	--	--	--	100	36	40	100	47	43	85	58	44	85	40	48
	Mathematics	--	--	--	100	63	51	100	66	55	87	76	57	87	58	61
3	Reading	95	49	47	100	58	47	94	55	48	86	57	50	81	56	50
	Language	96	50	49	100	54	51	94	60	54	86	58	56	79	61	57
	Mathematics	93	54	46	100	59	49	96	62	52	89	58	54	80	67	56
4	Reading	100	63	53	100	62	54	90	64	54	92	65	55	91	59	55
	Language	98	55	47	100	56	49	94	56	48	90	57	50	92	54	50
	Mathematics	100	65	51	100	75	54	93	59	55	91	70	57	92	62	58
5	Reading	100	58	51	100	58	51	93	55	51	81	53	51	94	58	53
	Language	100	50	42	100	50	44	96	53	45	81	55	45	95	57	47
	Mathematics	100	53	51	100	57	54	97	62	55	85	60	57	95	71	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>58</b>	<b>59</b>
<b>Grades 3-4</b>	<b>81</b>	<b>79</b>
<b>Grades 4-5</b>	<b>62</b>	<b>79</b>
<b>Grades 5-6</b>	<b>84</b>	<b>79</b>

\*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**

The school has in place an Emergency Procedures Plan to provide direction for staff in the event of an emergency. Regular drills are conducted. The School Handbook outlines procedures for all visitors. Signs direct visitors to the office at all campus entrances. Student campus activity is monitored by teachers, paraprofessionals and maintenance staff throughout the day. The district provides ongoing staff development for teachers to support the development of exemplary classroom management.

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).

0

**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	\$3,011	\$1,668,579
Classroom Supplies	\$32	\$17,629
Administration	\$453	\$250,931
Support Services-Students	\$171	\$94,532
Other Support Services and Operations	\$718	\$397,723
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,385</b>	<b>\$2,429,394</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Stacy Johnson	(623) 535-6200	
<b>Transportation Policy</b>	Ken Axford	(623) 535-6000	
<b>Community Resources</b>	Mary Ann Jansen	(623) 535-6200	
<b>School Nutrition Programs</b>	David Schwake	(623) 535-6100	
<b>Parent Organization</b>	Stacey Johnson	(623) 535-6200	
<b>Student Health/Nurse</b>	Gina Medley	(623) 535-6200	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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