

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Liberty Traditional School

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

Humboldt Unified District  
3300 S. Lake Valley Road, Prescott Valley, AZ 86314

**Principal:** Mrs. Karin Ward  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [kward@humboldt.k12.az.us](mailto:kward@humboldt.k12.az.us)

**Grades:** Pre-K-8  
**2002 Enrollment:** 334  
**Phone:** (928) 759-4500  
**Fax:** (928) 759-4520

## ∨ School Overview ∨

### Mission

Liberty Traditional is a cooperative effort of parents and staff working together to create and uphold a positive, patriotic, highly structured, and challenging core academic learning environment for every student. As partners, we challenge all our children to reach their full potential as lifelong learners and responsible citizens. Liberty adheres to direct whole class teaching with minimal pullouts and classroom interruptions. Non-academic activities are offered before/after school.

### Organization and Philosophy

- w Traditional
- w Back-to-Basics
- w School Of Choice
- w High Parental Involvement

### School/Academic Goals

- w All students in grades three, five and eight will meet the Standards on AIMS (Arizona's Instrument to Measure Standards).
- w Increase number of students scoring at the mastery level on district math CRTs.

### Instructional Programs

- w Traditional School
- w Basic Skills Instruction
- w Inclusive, Highly Structured Classrooms
- w Direct Instruction
- w Technology Instruction
- w Music, Art, and PE
- w Spalding Curriculum
- w Speech/Special Education Preschool

- w Set consistently high academic expectations and monitor student progress regularly.
- w Involve parents in nightly homework to help each child achieve the standards.

### Enrollment

October 1, 2001 School Year Student Enrollment:	377
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	6

<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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Instructional Materials and Curriculum
- w Extracurricular Activities/Events
- w School Safety and Discipline
- w Staff 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	16.00
Other Professional Staff	1.00	Teacher Aide	2.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Liberty maintains a challenging traditional curriculum and is committed to upholding and reinforcing traditional principles of responsibility, respect, honesty, discipline, and patriotism. Our school provides a partnership among parents, staff and administration. We strive to provide an educational climate that encourages and motivates each student to achieve academic excellence within the scope of his/her abilities. The school fosters and values positive regular communication with parents.

**Parents**

At the heart of Liberty Traditional School's philosophy is the belief that parents have the intrinsic right and responsibility to be actively involved in their child/children's education daily. This is accomplished by reinforcing school policies and procedures, encouraging the child's development of the educational standards, supporting the mission/philosophy of the school, and actively participating and volunteering in school programs and governance.

∨ **Transportation Policy** ∨

Busing is provided for all students residing within the Humboldt Unified District boundaries. Students residing outside of the district may be transported by bus from a bus stop within the district or be transported by their parents.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 15 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/11/02	12/20/02	3/14/03	5/23/03
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#### Additional Calendar/Report Card Information

All students receive progress reports 4 1/2 weeks into each grading period.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W Computer Lab  
W Science Lab

W Library  
W Bright Futures Preschool

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#### Extracurricular Activities

W Student Council  
W Music Memory (3, 4, 5)

W Afterschool Sports Program 4th-8th Grade

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#### School/Community Resources

W Crisis Intervention  
W Milestone Project  
W West Yavapai Guidance

W Clothing/Food Banks  
W Family Support Groups  
W Big Brother/Big Sister

## ∨ 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

- W Average scores on the 2002 Stanford 9 were above the state, county and in all areas and at all grade levels.
- W Involving parents in our school is a part of our mission. Parents volunteered nearly 4,000 hours last year.
- W The parent handbook is now a communication tool for academic and behavioral expectations. This includes a discipline matrix and uniform dress code policy. In grades 3-8 it also includes a student planner with a place for parent/teacher communication.

### 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>	10.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.7 %	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
American Meteorological Society Scholarship Winner	2002
Association for Women Geoscientists Scholarship Winner	2002
County Math Challenge--Individual Winner	2000
American Legion and VFW Essay Contest Winners	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

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>30</b>	<b>535</b>	<b>0%</b>	<b>10%</b>	<b>60%</b>	<b>30%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>30</b>	<b>576</b>	<b>0%</b>	<b>10%</b>	<b>57%</b>	<b>33%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>30</b>	<b>530</b>	<b>0%</b>	<b>17%</b>	<b>53%</b>	<b>30%</b>
	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

<b>Reading</b>	<b>School</b>	<b>32</b>	<b>506</b>	<b>22%</b>	<b>16%</b>	<b>50%</b>	<b>12%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>32</b>	<b>507</b>	<b>9%</b>	<b>41%</b>	<b>47%</b>	<b>3%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>30</b>	<b>512</b>	<b>7%</b>	<b>40%</b>	<b>3%</b>	<b>50%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>25</b>	<b>520</b>	<b>4%</b>	<b>24%</b>	<b>48%</b>	<b>24%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>23</b>	<b>508</b>	<b>9%</b>	<b>39%</b>	<b>48%</b>	<b>4%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>25</b>	<b>462</b>	<b>32%</b>	<b>60%</b>	<b>4%</b>	<b>4%</b>
	State	57734	459	39%	40%	14%	7%

<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	--	--	--	--	--	--	--	--	--	63	72	60	--	--	--
2	Reading	--	--	--	100	76	50	97	68	52	91	65	53	94	64	57
	Language	--	--	--	100	73	40	89	54	43	88	49	44	94	54	48
	Mathematics	--	--	--	100	80	51	97	64	55	97	48	57	100	57	61
3	Reading	100	65	47	100	72	47	100	72	48	95	74	50	60	63	50
	Language	100	69	49	100	73	51	100	74	54	95	84	56	67	59	57
	Mathematics	100	63	46	100	76	49	100	79	52	95	87	54	69	69	56
4	Reading	78	53	53	96	78	54	100	72	54	100	71	55	100	75	55
	Language	93	44	47	98	75	49	100	70	48	100	65	50	100	64	50
	Mathematics	93	48	51	98	73	54	100	69	55	97	69	57	100	86	58
5	Reading	89	72	51	100	61	51	100	66	51	100	71	51	70	67	53
	Language	89	60	42	100	51	44	100	62	45	100	61	45	66	60	47
	Mathematics	89	70	51	100	58	54	100	64	55	100	69	57	62	63	59
6	Reading	100	75	53	100	75	54	100	66	53	100	71	54	85	70	56
	Language	100	59	41	100	67	44	100	59	44	100	62	45	85	60	47
	Mathematics	100	77	57	100	78	59	100	63	60	100	65	63	85	68	65
7	Reading	89	79	52	100	76	53	99	82	52	100	70	53	100	67	55
	Language	89	85	52	100	78	54	99	74	54	100	71	55	100	74	58
	Mathematics	89	86	53	100	85	55	94	86	56	100	57	58	100	60	60
8	Reading	96	80	54	100	84	54	88	78	53	100	76	55	100	67	56
	Language	96	77	46	100	90	49	84	83	49	100	77	50	100	63	52
	Mathematics	96	77	52	100	89	54	88	85	56	100	72	58	100	51	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>59</b>	<b>90</b>
<b>Grades 3-4</b>	<b>68</b>	<b>81</b>
<b>Grades 4-5</b>	<b>57</b>	<b>63</b>
<b>Grades 5-6</b>	<b>69</b>	<b>74</b>
<b>Grades 6-7</b>	<b>55</b>	<b>54</b>
<b>Grades 7-8</b>	<b>73</b>	<b>73</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

There is a Parent/Staff Safety Committee and a District Safety Committee which continue to be proactive in regard to student safety. The school also had an active Discipline Committee in 2002 to rewrite our discipline policy. It is in place for the 2002-03 school year.

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 required at this school.**

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

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,211	\$828,044
Classroom Supplies	\$84	\$31,315
Administration	\$461	\$172,816
Support Services-Students	\$213	\$79,676
Other Support Services and Operations	\$568	\$212,813
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,537</b>	<b>\$1,324,664</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>	Karin Ward	(928) 759-4500	
<b>Transportation Policy</b>	Tom Rozum	(928) 775-4346	
<b>Community Resources</b>	Silva Ducharme	(928) 759-4500	
<b>School Nutrition Programs</b>	Rick Littel	(928) 759-5014	
<b>Parent Organization</b>	Richard Hale	(928) 759-4500	
<b>Student Health/Nurse</b>	Charlotte Finkbeiner	(928) 759-4510	

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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