



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4027 N. 45th Ave., Phoenix, AZ 85031

Liberty Traditional Charter School

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)

2003-04	Underperforming
2002-03	Small School
2001-02	Underperforming

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

School Overview

Principal/Administrator : Mrs. Bonnie K Knauel
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-8
 2004 Enrollment : 400
 Web Address : her-lib.org/liberty
 Phone Number : (602) 442-8791
 Fax Number : (602) 353-9270
 E-mail : bknauel@msn.com

Mission

Liberty Traditional seeks to provide a quality learning environment. We seek to empower student thinking to improve success in academics and social skills. Academic Goals: Phonics Reading skills; solid math skills for rapid progress; and hands-on science learning.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Year 2
2002-03	Year 1
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will develop math skills at grade level or beyond in all areas of problem solving. Math will be taught in all grade levels from Kindergarten to 8th grade Algebra.
- ü Students will successfully learn quality reading skills (Spalding Program) with intensive phonics. Starting in Kinder., students will become independent readers by the end of the 3rd grade. They will be reading to learn instead of learning to read.
- ü Students will develop technology skills at all grade levels preparing them for future occupations.

Enrollment

October 1, 2003 School Year Student Enrollment : 360
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 245

Instructional Programs

- ü Reading--A Total Language Arts Program
- ü Phonics Reading Instruction/Spelling
- ü Writing/Comprehension
- ü Limited Class Size/Close Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/19/2004
Last Day of School :	6/8/2005

Shared Responsibilities

School

Liberty Traditional believes that they have a responsibility to the parent to provide each child with a quality education. This entails not only quality classroom instruction but includes frequent in-home contact. This may take the form of written comments and/or frequent phone contacts, as well as structured parent-teacher conferences.

Parents

Liberty believes that the best possible education of any child begins at home. Teachers need and desire the input, support and close involvement of parents. Quality education involves parent, teachers, and students working as a team.

Transportation Policy

Liberty Traditional School does provide transportation. Currently there are seven buses transporting 220 students. Availability depends on the home location and space on the buses. This is a first-come, first-served situation.

School Honors

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

Award/Honor	Year
ü 3rd grade students-57% met or exceeded AIMS in writing	2004
ü 3rd grade students-52% met or exceeded AIMS in reading	2004
ü Gave 50 Food Baskets to Needy Families	2004
ü Five Students Qualified to State Chess Finals	2004

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	49	49	75509	100	100	100	498	498	521	24	24	13	26	26	23	32	32	33	18	18	31
All Students (Prior Year)	24	24	75372	100	100	100	492	492	523	25	25	9	30	30	25	35	35	36	10	10	30
Female	25	25	37013	100	100	100	501	501	522	18	18	12	27	27	24	36	36	33	18	18	31
Male	24	24	38430	100	100	99	493	493	521	31	31	14	25	25	22	25	25	33	19	19	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	33	33	30486	100	100	99	504	504	505	19	19	18	31	31	29	31	31	32	19	19	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	44	44	65801	100	100	98	498	498	525	24	24	11	24	24	23	32	32	34	19	19	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	26	26	36411				511	511	503	14	14	19	27	27	29	36	36	32	23	23	20
Non-Economically Disadvantaged	23	23	39040				479	479	534	38	38	8	25	25	19	25	25	34	13	13	39

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	48	48	75492	98	98	100	504	504	519	19	19	12	22	22	16	46	46	47	14	14	24
All Students (Prior Year)	25	25	75221	100	100	100	504	504	523	15	15	8	35	35	16	45	45	56	5	5	21
Female	24	24	37014	96	96	100	504	504	523	14	14	10	29	29	15	43	43	48	14	14	27
Male	24	24	38400	100	100	99	504	504	516	25	25	14	13	13	17	50	50	47	13	13	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	33	33	30438	100	100	99	506	506	508	12	12	17	27	27	21	50	50	47	12	12	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	43	43	65785	98	98	98	504	504	522	19	19	10	22	22	16	44	44	49	14	14	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	26	26	36302				512	512	507	9	9	18	23	23	21	55	55	46	14	14	14
Non-Economically Disadvantaged	22	22	39164				492	492	528	33	33	8	20	20	13	33	33	48	13	13	31

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	49	49	75053	100	100	99	551	551	597	14	14	7	24	24	12	57	57	72	5	5	9
All Students (Prior Year)	23	23	73654	100	100	99	509	509	530	25	25	9	25	25	13	45	45	70	5	5	7
Female	25	25	36872	100	100	99	574	574	621	13	13	5	17	17	9	61	61	74	9	9	12
Male	24	24	38109	100	100	99	523	523	573	16	16	10	32	32	14	53	53	69	0	0	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	33	33	30235	100	100	98	544	544	575	11	11	9	22	22	14	67	67	70	0	0	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	44	44	65428	100	100	98	562	562	604	11	11	6	22	22	11	62	62	73	5	5	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	26	26	36077				547	547	566	12	12	10	20	20	16	68	68	69	0	0	5
Non-Economically Disadvantaged	23	23	38950				557	557	618	18	18	5	29	29	9	41	41	73	12	12	12

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	38	38	76019	100	100	100	462	462	499	25	25	14	63	63	39	6	6	14	6	6	33
All Students (Prior Year)	21	21	76230	100	100	100	463	463	498	19	19	12	69	69	38	6	6	12	6	6	37
Female	18	18	37207	100	100	100	468	468	499	23	23	12	62	62	41	8	8	14	8	8	33
Male	20	20	38677	100	100	100	458	458	498	26	26	15	63	63	38	5	5	13	5	5	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	25	25	29458	100	100	100	461	461	480	29	29	20	57	57	48	10	10	12	5	5	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	NC	NC	35880	NC	NC	100	NC	NC	515	NC	NC	7	NC	NC	32	NC	NC	16	NC	NC	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	34	34	66233	100	100	99	464	464	503	23	23	11	65	65	39	6	6	14	6	6	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	19	19	35714				465	465	480	33	33	20	56	56	47	6	6	12	6	6	20
Non-Economically Disadvantaged	19	19	40266				459	459	513	14	14	9	71	71	33	7	7	15	7	7	43

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	38	38	76020	100	100	100	487	487	503	47	47	25	35	35	23	15	15	40	3	3	12
All Students (Prior Year)	21	21	76202	100	100	100	497	497	505	25	25	19	13	13	24	63	63	46	0	0	11
Female	18	18	37213	100	100	100	490	490	504	40	40	22	33	33	23	20	20	42	7	7	13
Male	20	20	38666	100	100	100	485	485	501	53	53	29	37	37	22	11	11	38	0	0	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	25	25	29442	100	100	99	490	490	494	43	43	37	33	33	26	19	19	31	5	5	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	NC	NC	35890	NC	NC	100	NC	NC	511	NC	NC	15	NC	NC	20	NC	NC	48	NC	NC	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	34	34	66236	100	100	99	488	488	504	48	48	23	32	32	23	16	16	42	3	3	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	19	19	35703				490	490	494	44	44	37	33	33	26	17	17	31	6	6	6
Non-Economically Disadvantaged	19	19	40274				484	484	509	50	50	17	38	38	20	13	13	47	0	0	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	38	38	75673	100	100	100	457	457	530	29	29	12	38	38	25	32	32	58	0	0	4
All Students (Prior Year)	20	20	74692	95	95	99	471	471	502	44	44	18	25	25	27	31	31	47	0	0	8
Female	18	18	37099	100	100	100	493	493	548	20	20	8	27	27	22	53	53	64	0	0	6
Male	20	20	38441	100	100	99	429	429	513	37	37	16	47	47	29	16	16	52	0	0	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	25	25	29305	100	100	99	449	449	507	29	29	16	43	43	31	29	29	51	0	0	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	NC	NC	35760	NC	NC	99	NC	NC	550	NC	NC	9	NC	NC	21	NC	NC	64	NC	NC	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	34	34	65967	100	100	99	458	458	536	26	26	10	42	42	25	32	32	60	0	0	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	19	19	35541				463	463	504	24	24	17	47	47	31	29	29	50	0	0	2
Non-Economically Disadvantaged	19	19	40091				451	451	550	35	35	9	29	29	21	35	35	64	0	0	6

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	25	25	75001	100	100	99	426	426	468	76	76	37	24	24	36	0	0	16	0	0	10
All Students (Prior Year)	25	25	71167	100	100	99	432	432	463	57	57	38	33	33	41	10	10	14	0	0	7
Female	17	17	36846	100	100	99	425	425	468	79	79	36	21	21	38	0	0	16	0	0	10
Male	NC	NC	37974	NC	NC	99	NC	NC	467	NC	NC	39	NC	NC	34	NC	NC	16	NC	NC	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	13	13	26675	93	93	98	418	418	448	88	88	52	13	13	34	0	0	10	0	0	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	10	10	37785	100	100	99	441	441	482	57	57	25	43	43	39	0	0	21	0	0	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	21	21	66199	100	100	99	426	426	472	76	76	34	24	24	38	0	0	17	0	0	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	18	18	29814				422	422	448	83	83	53	17	17	33	0	0	10	0	0	4
Non-Economically Disadvantaged	NC	NC	45170				NC	NC	479	NC	NC	28	NC	NC	38	NC	NC	20	NC	NC	14

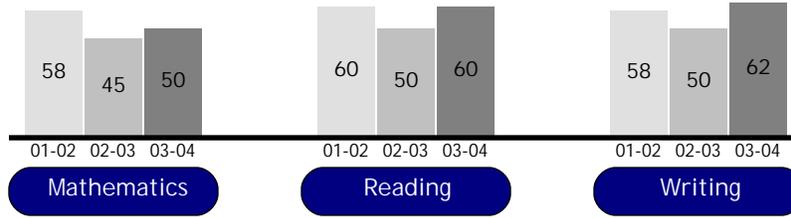
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	74918	100	100	99	467	467	497	60	60	32	15	15	19	25	25	35	0	0	15
All Students (Prior Year)	24	24	71100	100	100	99	476	476	502	43	43	25	33	33	21	24	24	40	0	0	15
Female	17	17	36805	100	100	99	472	472	501	60	60	28	13	13	19	27	27	37	0	0	16
Male	NC	NC	37936	NC	NC	99	NC	NC	493	NC	NC	35	NC	NC	18	NC	NC	33	NC	NC	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	13	13	26645	93	93	98	459	459	478	88	88	46	13	13	20	0	0	27	0	0	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	10	10	37773	100	100	99	475	475	511	40	40	20	20	20	18	40	40	41	0	0	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	21	21	66117	100	100	99	471	471	501	59	59	28	12	12	19	29	29	37	0	0	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	18	18	29785				461	461	477	77	77	47	0	0	20	23	23	26	0	0	6
Non-Economically Disadvantaged	NC	NC	45115				NC	NC	508	NC	NC	23	NC	NC	18	NC	NC	39	NC	NC	20

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	25	25	74503	100	100	99	454	454	491	6	6	9	56	56	32	33	33	51	6	6	8
All Students (Prior Year)	25	25	69001	100	100	96	463	463	490	33	33	17	57	57	37	10	10	45	0	0	1
Female	17	17	36686	100	100	99	468	468	506	7	7	5	43	43	29	43	43	57	7	7	9
Male	NC	NC	37644	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	36	NC	NC	45	NC	NC	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	13	13	26500	93	93	97	467	467	467	13	13	13	50	50	39	25	25	44	13	13	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	10	10	37606	100	100	99	422	422	508	0	0	6	75	75	28	25	25	56	0	0	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	21	21	65841	100	100	98	457	457	499	6	6	7	53	53	32	35	35	53	6	6	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	18	18	29587				462	462	465	0	0	14	62	62	40	31	31	43	8	8	4
Non-Economically Disadvantaged	NC	NC	44898				NC	NC	507	NC	NC	7	NC	NC	28	NC	NC	55	NC	NC	10

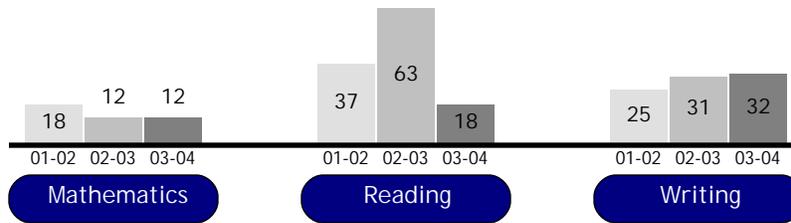
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

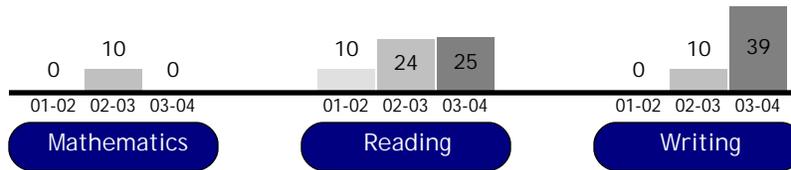
3rd Grade Proficiency



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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	18	18	44	96	33	33	50	74	35	NA	58
	Language	100	8	8	39	100	20	20	43	94	19	19	50
	Mathematics	100	20	20	52	100	39	39	57	94	27	27	64
3	Reading	96	26	26	43	96	24	24	47	92	32	NA	55
	Language	96	35	35	50	96	37	37	54	94	41	41	61
	Mathematics	96	38	38	50	96	35	35	54	96	36	36	61
4	Reading	96	23	23	47	95	32	32	52	93	30	NA	56
	Language	96	31	31	45	100	29	29	48	98	33	33	52
	Mathematics	96	36	36	52	95	43	43	57	98	37	37	61
5	Reading	100	13	13	46	94	32	32	50	92	28	NA	55
	Language	100	23	23	43	100	32	32	46	100	25	25	49
	Mathematics	89	27	27	54	100	41	41	57	100	40	40	63
6	Reading	NC	NC	NC	49	100	32	32	53	92	30	NA	56
	Language	NC	NC	NC	42	100	24	24	45	96	28	28	48
	Mathematics	NC	NC	NC	58	100	39	39	62	96	43	43	66
7	Reading	100	21	21	48	100	26	26	51	95	23	NA	54
	Language	100	24	24	51	100	30	30	54	100	23	23	58
	Mathematics	100	39	39	54	100	32	32	58	100	34	34	62
8	Reading	100	22	22	49	100	31	31	53	96	29	NA	55
	Language	100	21	21	46	100	20	20	49	96	21	21	52
	Mathematics	100	30	30	54	100	28	28	58	96	33	33	61

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)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Respond to School Needs with Advice
- Ü Help Develop a Vision for the Future
- Ü Listen to and Give Input to Key Issues
- Ü Organize Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 18
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü 24 Computers in a Lab, Internet Access
- Ü In-school Library & Choral Program
- Ü Physical Education in an inside gym
- Ü Intramural activities

Extracurricular Activities

- Ü Youth Sports, Soccer, Basketball, etc.
- Ü Chess Club and Interschool Comp.
- Ü Community Clean-up
- Ü After School Homework Class
- Ü Drama Club
- Ü Yearbook Club
- Ü Technology Club

Social Services

- Ü Holiday Donations, Food Baskets
- Ü Fund Raising Activities
- Ü Gift Donations for Student Incentives
- Ü Litter Clean Up, Community Residents
- Ü ELL Classes
- Ü Technolgy Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Sports program in a charter school league, includes Flag Football and Volleyball-fall sports, Basketball-winter sport, and Soccer-spring sport. Our students are encouraged to participate however we do not forget our major goal which is our academics.
- ü We have seen impressive reading improvement through our structured phonics instruction. Some students have improved up to two grade levels in one year.
- ü Liberty will be able to offer technology classes to staff and community members. Learning the basic skills on the computer will be a lifelong accomplishment and a useful tool in vocational placement.
- ü Liberty will offer ELL classes to our community, helping parents to understand the Spalding Reading program, and increase English language skills at the same time.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	55
Grades 3-4	63	65
Grades 4-5	62	67
Grades 5-6	59	79
Grades 6-7	50	77
Grades 7-8	78	36

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

We promote a safe and orderly environment by teaching self-responsibility and respect for others. We believe in promoting a team atmosphere where all can succeed. Parents are contacted immediately if any issues arise.

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) :

2

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.

Contacts

	Name	Phone Number
School Site Council	Mrs. Knauel	(602) 442-8791
Transportation Policy	Mr. Carroll	(602) 442-8791
Community Resources	Mr. Robinson	(602) 297-0467
School Nutrition Programs	Mrs. Knauel and Mrs. Felix	(602) 442-8791
Parent Organization	Mr. Wassmer	(602) 442-8791
Student Health/Nurse	Mrs. Boehm	(623) 846-0467

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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