

**LIBERTY CHARTER SCHOOL**  
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**ANNUAL PERFORMANCE REPORT**  
**2014-2015**

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
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## Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: [chartercommission.idaho.gov](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.</li> <li>• Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.</li> <li>• In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th &amp; 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.</li> <li>• Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do.</li> <li>• Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure.</li> <li>• Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn.</li> <li>• Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.</li> </ul>	
<b>School Contact Information</b>	Address: 9955 Kris Jensen Lane Nampa, ID 83686	Phone: 208-466-7952
<b>Surrounding District</b>	Nampa School District	
<b>Opening Year</b>	1999	
<b>Current Term</b>	April 17, 2014 - June 30, 2019	
<b>Grades Served</b>	K-12	

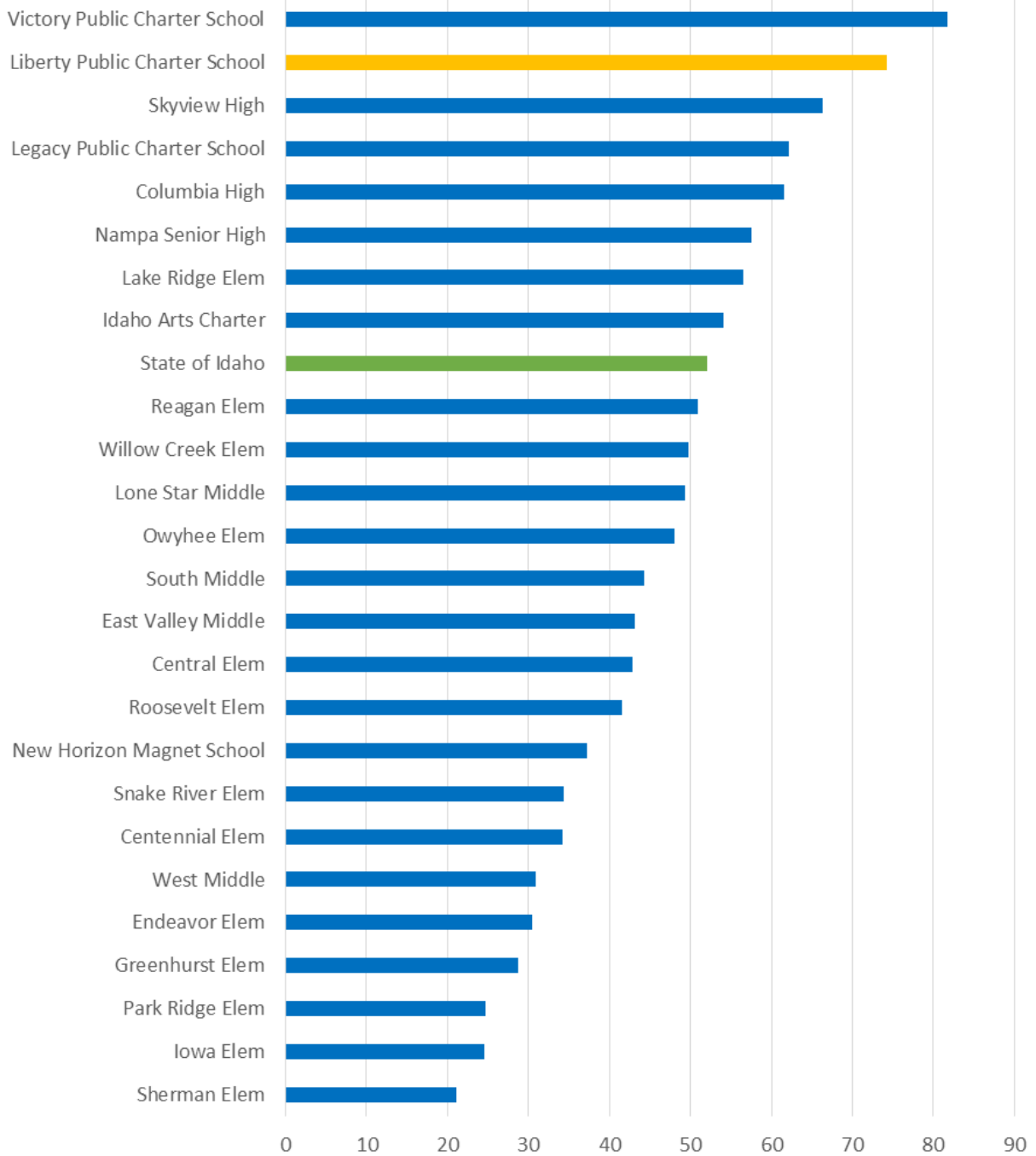
<b>Enrollment</b>	Approved: 440	Actual: 421
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<b>School Leadership (2014-2015)</b>	<b>Role</b>
Sheila Bryant	Chairman
Clyde Colbert	Vice Chair
Robbie Hamblin	Board Member
Ted Hernandez	Board Member
Sherry Mancuso	Secretary/Treasurer
Rebecca Stallcop	Principal
Mark Wachsmuth	Assistant Principal

	<b>School</b>	<b>Surrounding District</b>	<b>State</b>
<b>Non-White</b>	18.05%	38.68%	23.59%
<b>Limited English Proficiency</b>	0%	16.19%	8.52%
<b>Special Needs</b>	5.94%	10.76%	10.43%
<b>Free &amp; Reduced Lunch</b>	37.05%	64.61%	49.62%

<b>Academic Measure</b>	<b>Result</b>
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	63.6%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	74.2%
Graduation Rate (4-year cohort data from 2014)	96.7%

## Nampa Area Grades K-12 ELA Percentage Proficient/Advanced



## Nampa Area Grades K-12 Math Percentage Proficient/Advanced

