

LIBERTY ELEMENTARY

251 N. Hillcrest St
Liberty, SC 29657

Grades	PK-4 Elementary School	
Enrollment	854 Students	
Principal	Lowell Haynes	864-397-2100
Superintendent	Henry H. Hunt, Ph.D.	864-397-1000
Board Chair	Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Excellent
2008	Average	Excellent
2007	Good	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

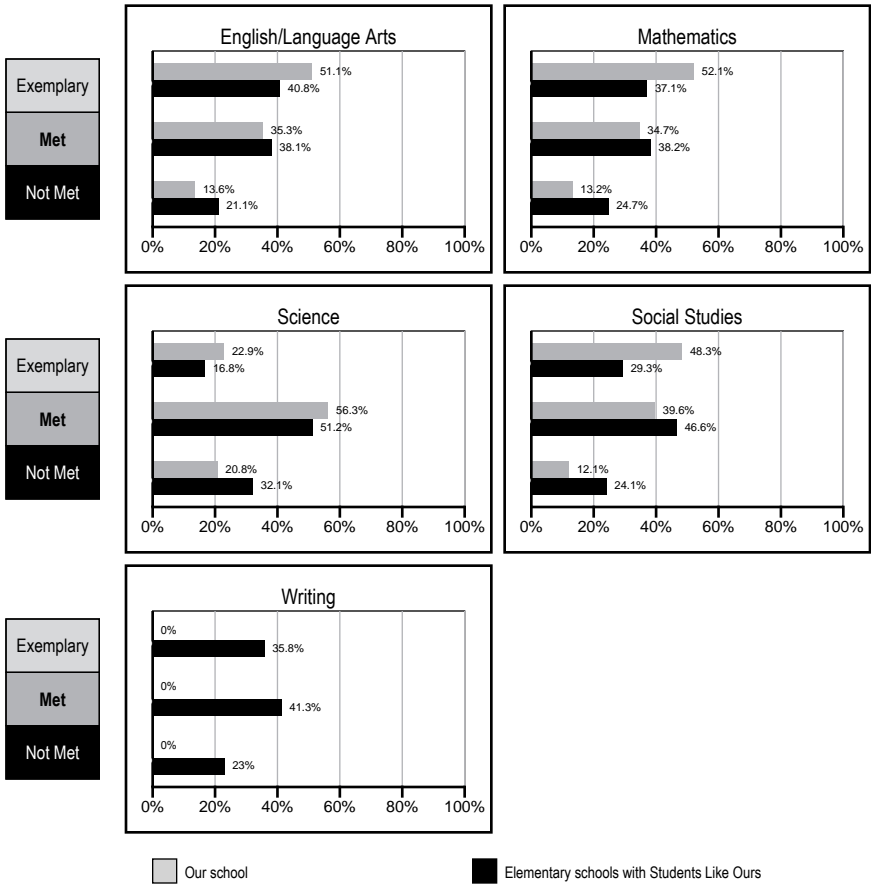
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	37	63	3	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=854)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 2.8%	1.1%	1.1%
Attendance rate	95.8%	Down from 95.9%	96.1%	96.2%
Served by gifted and talented program	15.4%	Up from 14.7%	13.9%	13.4%
With disabilities other than speech	4.6%	Down from 6.0%	5.2%	4.1%
Older than usual for grade	0.9%	Down from 1.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	65.5%	Up from 59.0%	61.9%	62.5%
Continuing contract teachers	92.7%	Up from 90.2%	90.0%	88.2%
Teachers returning from previous year	91.5%	Up from 89.9%	88.3%	87.8%
Teacher attendance rate	94.2%	Up from 93.0%	95.1%	95.2%
Average teacher salary*	\$47,859	Down 0.3%	\$46,540	\$46,773
Professional development days/teacher	12.4 days	Down from 13.1 days	10.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.4 to 1	20.0 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 86.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,558	Up 8.8%	\$7,219	\$7,447
Percent of expenditures for instruction**	65.1%	Up from 60.4%	68.1%	68.4%
Percent of expenditures for teacher salaries**	61.9%	Up from 56.1%	65.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Our school theme for the 2010-2011 school year has been "Saddle Up For A Great Year", and it has been just that.

Student achievement is always our main goal at Liberty Elementary School (LES). Our faculty, staff, and administration work hard to provide a safe, caring, and academically challenging environment for our 857 students. Our goal is for each of them to learn and reach their full potential. To achieve this goal our teachers receive staff developments in cutting edge teaching strategies and best practices in education. Our teachers implement the district literacy model which includes guided reading, content area reading, Accelerated Reader, Write From The Beginning, and Reading Recovery. Our staff uses Thinking Maps, Café, manipulatives, Every Day Math, Classworks, and science kits to deliver content.

This year our entire faculty read the book Igniting A Passion For Reading and worked hard to try and instill a joy for reading in every student. Many faculty members took part in "Hot Reads", where they would stand up at lunch to preview a book. Faculty would often be dressed up like a character from the book while presenting. We will attempt almost anything to get students interested in reading.

At Liberty Elementary we not only focus on educating the mind, we work hard to develop the whole child. This year we continued to use the Positive Behavior Interventions and Support (PBIS) program here at LES. This program promotes a positive learning environment. We have a firm belief that each child is unique and make sure to provide the students with a variety of opportunities to be successful. We also continued our partnership with the YMCA of Pickens County and had them providing a free after school care to students on free and reduced lunch. This program is called the Learning Lab. The Learning Lab is funded through a 21st Community Learning Center grant. We saw several new programs begin at Liberty Elementary School during this school year. We began serving breakfast in the classroom and saw our breakfast participation double. The Young Appalachian Musician (YAMs) program began this year and had over 50 of our students staying after school to learn to play the guitar and fiddle. These students have excelled and even had the opportunity to play at a county wide festival. Our guidance department was the first in the district to start BARK and Fix-It-Fido, two wonderful programs that bring dogs into the school to work with students who struggle with reading and also to assist students with bullying. We partnered with Golden Harvest and area churches to start a program called Backpack Buddies. This program provides food for the weekend for over sixty students who would not otherwise have something to eat at home.

We appreciate the continued parental support we received this year. Parent communication and support is essential to the success of any school. Therefore, we use a variety of forms of communication to inform parents of how their child is doing in school. We communicate through weekly folders, the Parent Link phone system, newsletters, and agendas. We also offer a variety of ways for parents to become involved in their child's education. Some of the opportunities for our school involvement include the School Improvement Council, PTO, parent bookchats, parenting workshops, parent nights, and the volunteer program. The school, family, and community must share the educational responsibility to produce students who are effective members of society. Thank you for all of your support in helping to make this year a year to remember.

Valerie Baldwin, Chair of the School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	162	95
Percent satisfied with learning environment	100.0%	88.2%	89.2%
Percent satisfied with social and physical environment	100.0%	87.5%	90.5%
Percent satisfied with school-home relations	87.7%	89.4%	87.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	334	100	13.5	35.5	50.9	91.8	86.5	82.4	Yes	Yes
Gender										
Male	183	100	13	38.4	48.6	91.5	83.5	78.7	N/A	N/A
Female	151	100	14.2	31.9	53.9	92.2	89.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	300	100	12.2	36.4	51.4	92.3	88.1	88.9	Yes	Yes
African American	14	100	30.8	7.7	61.5	92.3	74.2	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96.9	93	I/S	I/S
Hispanic	18	100	22.2	44.4	33.3	83.3	79.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
Disability Status										
Disabled	39	100	43.2	45.9	10.8	62.2	56.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	27.3	54.5	18.2	72.7	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	17.5	42.2	40.3	88.3	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	334	100	13.2	34.9	51.9	93.1	83.8	81.9	Yes	Yes
Gender										
Male	183	100	13	35	52	96	82	79.9	N/A	N/A
Female	151	100	13.5	34.8	51.8	89.4	85.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	300	100	13.6	33.2	53.1	93	85.6	88.9	Yes	Yes
African American	14	100	7.7	38.5	53.8	92.3	68.5	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.4	94.6	I/S	I/S
Hispanic	18	100	11.1	55.6	33.3	94.4	78.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
Disability Status										
Disabled	39	100	43.2	43.2	13.5	67.6	52	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	18.2	63.6	18.2	90.9	80.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	18	40.8	41.3	90.3	77	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	254	100	20.7	56	23.2	79.3	75.8	68.6
Gender								
Male	134	100	20	61.5	18.5	80	75.4	68.3
Female	120	100	21.6	49.5	28.8	78.4	76.3	68.9
Racial/Ethnic Group								
White	225	100	18.7	56.5	24.8	81.3	78.7	80.7
African American	12	100	27.3	54.5	18.2	72.7	53.2	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.8	85.3
Hispanic	15	100	46.7	46.7	6.7	53.3	65	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.2	70.8
Disability Status								
Disabled	31	100	40	53.3	6.7	60	43	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.3	60.7
Socio-Economic Status								
Subsidized meals	167	100	26.5	56.8	16.8	73.5	66.1	57.3
Social Studies								
All Students	254	100	12	39.8	48.1	88	77.5	72.5
Gender								
Male	137	100	11.4	37.1	51.5	88.6	77.4	72
Female	117	100	12.8	43.1	44	87.2	77.6	73.1
Racial/Ethnic Group								
White	232	100	11.8	38	50.2	88.2	79	81
African American	8	I/S	I/S	I/S	I/S	I/S	64.4	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.6	89
Hispanic	12	100	8.3	58.3	33.3	91.7	73.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.6	73.5
Disability Status								
Disabled	31	100	34.5	51.7	13.8	65.5	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78	69.7
Socio-Economic Status								
Subsidized meals	164	100	15.9	47.7	36.4	84.1	68.9	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	79.6	73.2	95.8	96
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	73.1	67.2	96.1	96
Female	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	79.4	95.4	96
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.6	81.5	95.7	95.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66.5	61.3	96.4	96.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	82.4	87	93.4	97.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67.5	66.7	96.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.5	95.7
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	34	26	95.4	95.1
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	65.7	97.7	97.4
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	70.9	63.2	95.5	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	162	99.4	13.2	28.3	58.6	86.8
	4	160	100	15.9	38.4	45.7	84.1
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	160	100	16.9	28.6	54.5	83.1
	4	173	100	10.4	41.7	47.9	89.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	162	100	13.8	28.9	57.2	86.2
	4	160	100	13.9	49	37.1	86.1
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	160	100	15.6	28.6	55.8	84.4
	4	173	100	11	40.5	48.5	89
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	82	100	20.8	42.9	36.4	79.2
	4	160	100	11.9	66.9	21.2	88.1
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	80	100	33.8	40.3	26	66.2
	4	173	100	14.7	63.8	21.5	85.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	80	100	18.7	42.7	38.7	81.3
	4	160	100	7.9	50.3	41.7	92.1
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	14.3	37.7	48.1	85.7
	4	173	100	11	40.5	48.5	89
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	161	99.4	23.4	37	39.6	76.6
	4	159	100	17.6	39.2	43.1	82.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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