



Liberty Elementary School

251 North Hillcrest Street
Liberty, SC 29657

Grades	PK-5 Elementary School	
Enrollment	546 Students	
Principal	J. Lowell Haynes	864-397-2100
Superintendent	Dr. Kelly U. Pew	864-397-1000
Board Chair	Mr. Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Excellent
2008	Average	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://www.eoc.sc.gov>

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

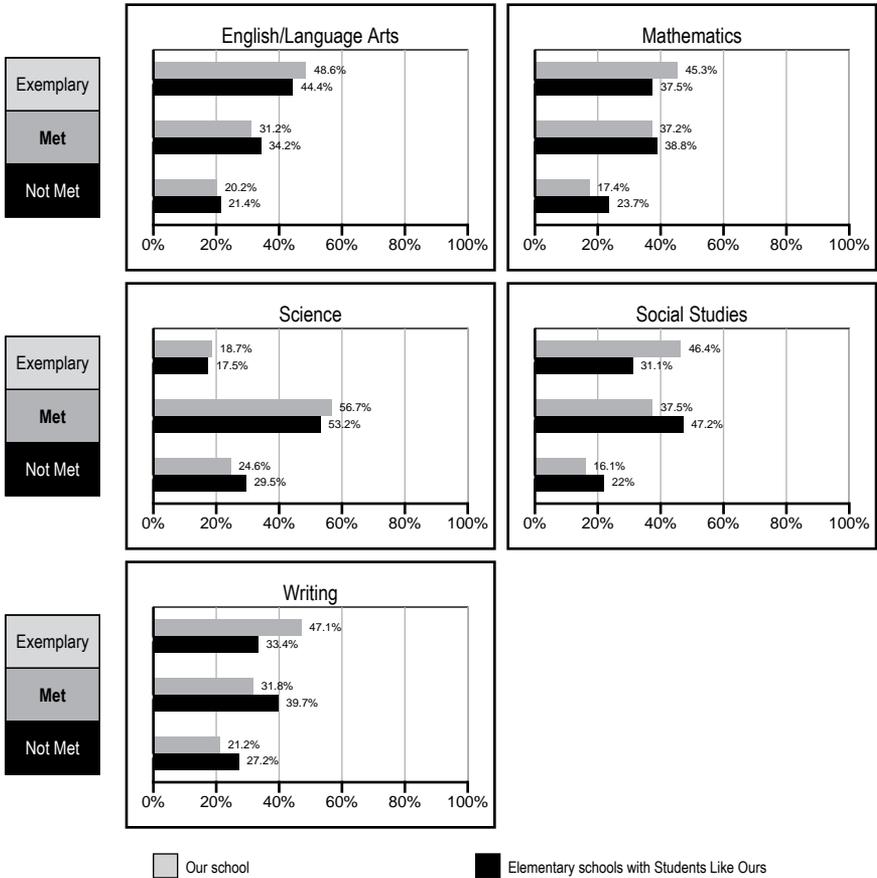
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	48	49	2	0

* Ratings are calculated with data available by 11/07/2012.

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=546)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.6%	1.1%	1.0%
Attendance rate	96.5%	Up from 95.8%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Down from 65.5%	61.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	78.4%	Down from 91.5%	89.9%	88.7%
Teacher attendance rate	94.5%	Up from 94.2%	95.1%	95.1%
Average teacher salary*	\$49,240	Up 2.9%	\$47,490	\$47,210
Professional development days/teacher	13.4 days	Up from 12.4 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.4 to 1	19.8 to 1	20.0 to 1
Prime instructional time	89.4%	Up from 88.5%	90.3%	90.5%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,541	Down 11.9%	\$6,980	\$7,247
Percent of expenditures for instruction**	64.8%	Down from 65.1%	67.8%	68.2%
Percent of expenditures for teacher salaries**	62.4%	Up from 61.9%	66.0%	65.7%

* 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 2011-2012 school year has been "Sailing For Success", and that is just what our students have done. As always, student achievement is our main goal at LES. We have a strong history of academic success. We have won 10 straight Palmetto Gold and Silver Awards and 9 Closing The Achievement Gap Awards. We have received an Absolute Rating of Excellent and an Improvement Rating of Excellent on our School Report Card for the past two years, and have scored "Met" on Adequate Yearly Progress (AYP) for the past two years. Our faculty, staff, and administration work hard to provide a safe, caring, and academically challenging environment for all of our students. Our goal is for each of them to learn and reach their full potential. To achieve this goal our staff uses a variety of best practices such as: Thinking Maps, Café, manipulatives, Every Day Math, Classworks, science kits, guided reading, Accelerated Reader, Write From The Beginning, STEM based instruction, and Reading Recovery. This year our entire faculty read the book Rethinking Homework: Best Practices That Support Diverse Needs and worked hard to implement the strategies learned. 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. We also continued our partnership with the YMCA of Pickens County through our 21st Century Community Learning Center Grant and had them providing a free after school care to students on free and reduced lunch. The Young Appalachian Musician (YAMs) program began its second year here at LES. This program had numerous students staying after school to learn to play the banjo, guitar, and fiddle. Our guidance department used Chic-Fil-A's Core Essentials program to focus on Character Education and continued both the BARK and Fix-It-Fido programs. These two wonderful programs bring dogs into the school to work with students who struggle with reading and also to assist students with bullying issues. We also partnered with the Feed A Hungry Child Program to provide food over the weekend for numerous students who would not otherwise have an adequate meal. We continued to offer Breakfast InThe Classroom for our students to ensure they receive a healthy and nutritious breakfast. It also helps parents by providing an alternative on those busy school mornings. 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 such as: the School Improvement Council, PTO, 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.

Elaine Dacus, Chair of the School Improvement Council and Lowell Haynes, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	78	42
Percent satisfied with learning environment	97.2%	83.3%	92.1%
Percent satisfied with social and physical environment	97.3%	82.1%	92.7%
Percent satisfied with school-home relations	97.3%	85.9%	90.5%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	85.8
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Liberty Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	664.9	665.9	631.8	657.2	100.0	100.0
Male	656.6	666.2	631.1	659.0	100.0	100.0
Female	673.2	665.6	632.4	654.9	100.0	100.0
White	665.3	667.8	633.0	657.3	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	603.6	606.7	588.0	605.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	655.2	657.2	622.7	648.2	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	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
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	78	100	23.3	32.9	43.8	76.7
	4	99	100	17.4	29.3	53.3	82.6
	5	86	100	20.2	32.1	47.6	79.8
	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	
Mathematics							
2011	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
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	78	100	37	28.8	34.2	63
	4	99	100	10.9	44.6	44.6	89.1
	5	86	100	7.1	36.9	56	92.9
	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	
Science							
2011	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
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	39	94.9	43.2	35.1	21.6	56.8
	4	99	100	16.3	67.4	16.3	83.7
	5	44	100	25.6	51.2	23.3	74.4
	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	

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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							
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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	40	97.5	18.9	40.5	40.5	81.1
	4	99	100	16.3	42.4	41.3	83.7
	5	42	100	12.2	26.8	61	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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						
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
2012	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	87	100	21.2	31.8	47.1	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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