



Liberty Elementary School

251 North Hillcrest Street
Liberty, SC 29657

Grades	PK-5 Elementary School	
Enrollment	509 Students	
Principal	J. Lowell Haynes	864-397-2100
Superintendent	Dr. Kelly Pew, Ph. D.	864-397-1000
Board Chair	Judy Edwards	864-859-7338

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	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://www.eoc.sc.gov>

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

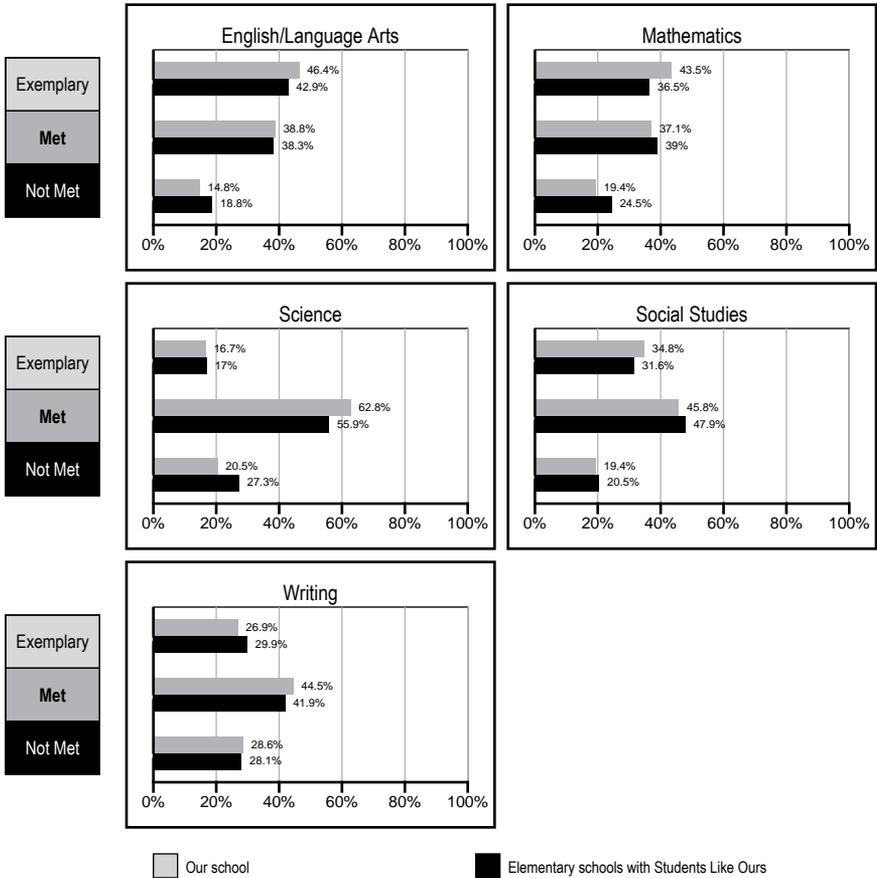
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	49	56	1	0

* Ratings are calculated with data available by 12/14/2013.

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=509)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 3.2%	1.2%	0.9%
Attendance rate	96.4%	Down from 96.5%	96.2%	96.3%
Served by gifted and talented program	9.1%	N/A	7.0%	7.2%
With disabilities	14.9%	N/A	14.0%	12.4%
Older than usual for grade	3.8%	N/A	2.2%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	62.2%	Down from 62.9%	62.2%	62.5%
Continuing contract teachers	83.8%	Down from 85.7%	85.3%	83.3%
Teachers returning from previous year	77.9%	Down from 78.4%	89.3%	88.3%
Teacher attendance rate	95.7%	Up from 94.5%	94.7%	95.0%
Average teacher salary*	\$48,250	Down 2.0%	\$48,740	\$48,193
Professional development days/teacher	14.1 days	Up from 13.4 days	11.2 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.7 to 1	20.1 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 89.4%	89.7%	90.0%
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**	\$7,893	Up 4.7%	\$7,297	\$7,364
Percent of expenditures for instruction**	67.0%	Up from 64.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	65.0%	Up from 62.4%	65.5%	66.0%

* 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

Liberty Elementary School (LES) has had a military theme for the 2012-2013 school year and our focus has been on leadership. We have worked hard to teach our students that "Leadership Encourages Success". This year our entire faculty read the book "The Leader in Me" and worked hard to teach our students the 7 Habits of Leadership. We believe it is imperative that our students learn what it means to be a leader and that these skills will help to ensure their success, regardless of what profession they choose in life.

Our faculty, staff, and administration work diligently to provide a safe, caring, and academically challenging environment for all 550 of our students. Our goal is for each of them to learn and reach their full potential. We are proud of our strong history of academic success. LES has won the Palmetto Gold and Silver Award every year since its inception in 2002. LES has also received an Absolute Rating of Excellent and an Improvement Rating of Excellent on our School Report Card for the past three years. We have achieved these accolades through the continuous professional development of our teachers. Our teachers are always seeking new and effective strategies such as: Thinking Maps, Literacy By Design, Café, manipulatives, Every Day Math, Classworks, science kits, guided reading, Accelerated Reader, Project Read, Write From The Beginning, STEM, and Reading Recovery.

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 Young Appalachian Musicians (YAMs) program. This program had numerous students staying after school to learn to play the banjo, guitar, and fiddle. Our guidance counselor taught the Seven Habits of Leadership in monthly classroom guidance lessons. She also has a helper named Dolly Mae, our very own school dog, who is always there to make any student feel better. We continued the BARK and Fix-It-Fido programs that bring dogs into the school to work with students who struggle with reading and to assist with bullying. LES also partnered with the Feed A Hungry Child Program to provide food over the weekend for numerous needy students. Finally, we continued to offer Breakfast In The Classroom for our students.

Parent communication and support is essential to the success of any school.

Therefore, 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, agendas, interim reports, and report cards. 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 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.

Corey Lewis, Chair of the School Improvement Council
Lowell Haynes, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	89	51
Percent satisfied with learning environment	100%	87.7%	90.2%
Percent satisfied with social and physical environment	94.1%	84.1%	88.6%
Percent satisfied with school-home relations	94.1%	87.5%	86.5%

* 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 2013, 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	86.2
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	0.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	667.3	662.0	629.2	645.8	100.0	100.0
Male	661.3	665.6	626.4	651.6	100.0	100.0
Female	673.5	658.3	632.1	640.6	100.0	100.0
White	670.1	666.8	631.4	647.5	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	609.0	604.1	590.2	598.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.7	652.8	622.7	639.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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							
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
2013	3	85	100	19	26.6	54.4	81
	4	80	100	11.8	42.1	46.1	88.2
	5	93	100	12.9	47.1	40	87.1
	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							
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
2013	3	85	100	31.6	27.8	40.5	68.4
	4	80	100	18.4	47.4	34.2	81.6
	5	93	100	8.2	38.8	52.9	91.8
	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
Science							
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
2013	3	46	97.8	22	53.7	24.4	78
	4	78	100	20.3	63.5	16.2	79.7
	5	46	97.8	19	69	11.9	81
	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							
2012	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
	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
2013	3	39	100	23.7	44.7	31.6	76.3
	4	80	100	13.2	50	36.8	86.8
	5	47	97.9	25.6	41.9	32.6	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
Writing							
2012	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
	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
2013	3	84	98.8	29.5	42.3	28.2	70.5
	4	80	97.5	27	50	23	73
	5	94	100	29.1	41.9	29.1	70.9
	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

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