



Liberty Elementary

251 N. Hillcrest St
Liberty, SC 29657

Grades	PK-4 Elementary School	
Enrollment	886 Students	
Principal	Shaileen Riginos	864-843-5820
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	Good	Excellent
2006	Good	Good
2005	Good	Excellent
2004	Excellent	Excellent

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

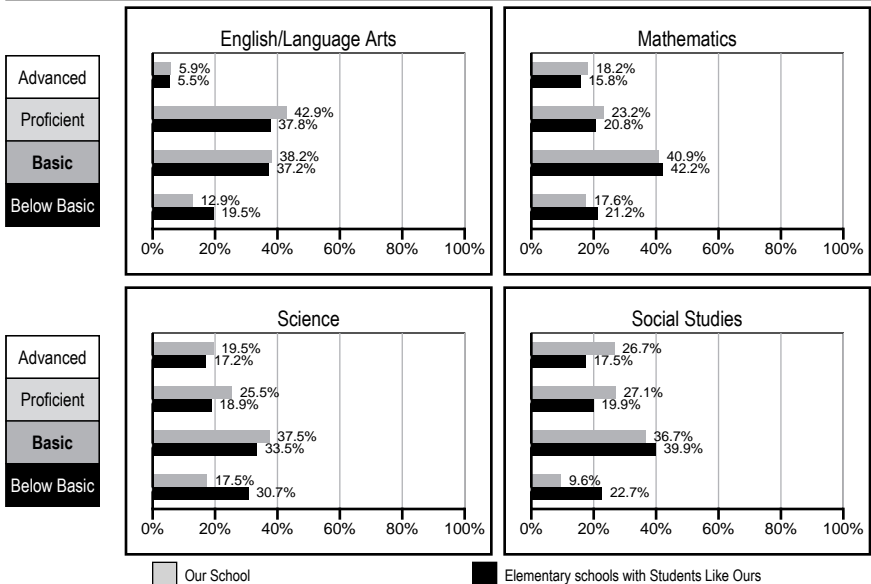
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	66	15	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=886)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Up from 4.3%	2.4%	2.3%
Attendance rate	96.0%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	8.8%	Up from 7.2%	10.8%	10.4%
With disabilities other than speech	5.4%	Down from 5.9%	8.7%	7.5%
Older than usual for grade	1.2%	Down from 1.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	44.3%	Down from 45.3%	57.7%	56.7%
Continuing contract teachers	78.7%	Up from 76.6%	80.5%	77.3%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 87.6%	87.8%	86.4%
Teacher attendance rate	95.4%	Up from 94.3%	95.0%	94.9%
Average teacher salary	\$43,158	Up 0.6%	\$45,465	\$45,345
Professional development days/teacher	18.0 days	Up from 10.3 days	12.6 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 89.2%	89.8%	89.8%
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*	\$7,459	Up 14.3%	\$6,887	\$7,052
Percent of expenditures for instruction*	60.1%	Down from 64.1%	68.9%	69.1%
Percent of expenditures for teacher salaries*	54.3%	Down from 58.2%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The mission of Liberty Elementary School is to learn and grow together. Through a safe environment, we serve 874 students in K4 through the 4th grade. Liberty Elementary has been recognized by the state of South Carolina as an award winning school. During the past five years, we have earned four Palmetto Gold Awards and one Palmetto Silver. In 2007, we were recognized for Closing the Achievement Gap for five consecutive years. This success can be attributed to our connection with the community, pursuing excellence through staff development, implementation of the Positive Behavior Intervention System (PBIS), and embracing differences.

We share the educational responsibility of our students with their parents and our community. Some of the opportunities for school involvement include the School Improvement Council, PTO, and the volunteer program. Communication is enhanced through weekly folders, the Parent Link phone system, newsletters, and agendas. We invite the community and parents into the school to attend informational nights as well as a variety of activities throughout the year including Technology Night, An Evening of the Arts, and a variety of student performances.

As in the past, our main goal at Liberty is student achievement. Through staff development, our teachers are equipped with the most current best practices in education. Our teachers meet to monitor the progress of students and set consistent expectations among and across grade levels. Our main initiative has been to establish the foundation of literacy in our students. Our school-wide Balanced Literacy program includes guided reading, content area reading, Accelerated Reader, Write From the Beginning, and Reading Recovery. Our staff uses Thinking Maps, Daily Math Journals, and science kits to deliver content. In addition to effective instruction, we believe that data analysis and goal setting drives student achievement. This year the faculty created school-wide goals for Measures of Academic Progress (MAP), PACT, and DRA reading levels. Our instructional coach worked closely with students and teachers to set individual goals for MAP and Accelerated Reader.

Liberty Elementary promotes a positive learning environment. We earned the Red Carpet Award in 2006. Through the PBIS program, we recognize student success in positive ways including PAWS (Principal's Award Winning Students) and Leader of the Pack for exceptional behavior. We also believe that each child is special and unique. Through a child-centered learning environment, we provide the students with a variety of opportunities to be successful. Whether it is through art, music, physical education, or academics, our students are allowed to find their strengths and pursue them. We embrace these strengths and differences to encourage our students to make positive contributions to our community and prepare for tomorrow's workforce. As we maintain high expectations, we always have the best interest of each child in our hearts.

Amy Moore, Chair of the School Improvement Council
Shaileen Riginos, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	161	135
Percent satisfied with learning environment	98.5%	87.3%	83.0%
Percent satisfied with social and physical environment	96.9%	84.9%	84.1%
Percent satisfied with school-home relations	87.7%	85.0%	84.6%

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

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 Adequate Yearly Progress

NO

This school met 15 out of 17 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. Sanction: Implement the restructuring plan.
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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	356	100	12.9	38.2	42.9	5.9	62.1	55.9	48.2	Yes	Yes
Gender											
Male	188	100	16.9	36.5	41.6	5.1	56.7	49.1	41.7	N/A	N/A
Female	168	100	8.6	40.1	44.4	6.8	67.9	63	55	N/A	N/A
Racial/Ethnic Group											
White	318	100	11.9	38	44.2	5.9	63.4	58.4	60	Yes	Yes
African American	26	100	24	36	36	4	56	36.2	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	42	100	52.4	35.7	9.5	2.4	16.7	17.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	205	100	17.8	40.8	39.8	1.6	53.9	41	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	356	100	17.6	40.9	23.2	18.2	57.1	52.3	45.8	Yes	Yes
Gender											
Male	188	100	16.3	39.9	24.2	19.7	59	52.2	45.6	N/A	N/A
Female	168	100	19.1	42	22.2	16.7	54.9	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	318	100	15.8	41.9	23.1	19.1	58.4	55	59	Yes	Yes
African American	26	100	28	40	24	8	48	28.8	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	42	100	52.4	42.9	2.4	2.4	21.4	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	205	100	23	44	22	11	48.2	37.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	265	100	17.5	37.5	25.5	19.5	45	43.9	35.7	96	96.2
Gender											
Male	141	100	15.8	33.8	29.3	21.1	50.4	46.3	37.4	95.9	96.2
Female	124	100	19.5	41.5	21.2	17.8	39	41.4	33.8	96	96.3
Racial/Ethnic Group											
White	237	100	16.1	38.4	25	20.5	45.5	46.9	49.2	95.9	96.2
African American	21	100	20	40	30	10	40	19.4	17	96.8	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	96.4	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	96.3	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	94.9
Disability Status											
Disabled	32	100	43.8	46.9	9.4	0	9.4	15.7	14	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	96.6	97.3
Socio-Economic Status											
Subsided meals	154	100	20.4	41.5	22.5	15.5	38	30.4	21.1	95.3	95.3

Social Studies

All Students	263	100	9.6	36.7	27.1	26.7	53.8	43.8	34	96	96.2
Gender											
Male	135	100	7.9	38.6	25.2	28.3	53.5	46.1	36.6	95.9	96.2
Female	128	100	11.3	34.7	29	25	54	41.3	31.3	96	96.3
Racial/Ethnic Group											
White	236	100	9.3	36.9	25.8	28	53.8	45.8	44.5	95.9	96.2
African American	19	100	5.6	38.9	44.4	11.1	55.6	24.6	19.1	96.8	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	96.4	98
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	96.3	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	94.9
Disability Status											
Disabled	32	100	31.3	43.8	15.6	9.4	25	16.3	14.4	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	96.6	97.3
Socio-Economic Status											
Subsided meals	155	100	13.2	44.4	25	17.4	42.4	29.6	21	95.3	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	170	100	10.4	33.1	50.9	5.5	56.4
	4	170	100	10.5	38.3	46.3	4.9	51.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	184	100	11.8	39.9	41.6	6.7	48.3
	4	172	100	14.2	36.4	44.4	4.9	49.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	170	100	13.5	48.5	29.4	8.6	38
	4	170	100	12.3	35.2	22.8	29.6	52.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	184	100	21.3	44.9	19.1	14.6	33.7
	4	172	100	13.6	36.4	27.8	22.2	50
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	84	100	26.5	37.3	28.9	7.2	36.1
	4	170	100	19.1	33.3	22.2	25.3	47.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	27	31.5	30.3	11.2	41.6
	4	172	100	12.3	40.7	22.8	24.1	46.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	86	100	12.5	55	26.3	6.3	32.5
	4	170	100	11.7	38.9	24.1	25.3	49.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	91	100	7.9	38.2	28.1	25.8	53.9
	4	172	100	10.5	35.8	26.5	27.2	53.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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