



LIBERTY ELEMENTARY

251 N. Hillcrest St
Liberty, SC 29657

Grades	PK-4 Elementary School	
Enrollment	827 Students	
Principal	Lowell Haynes	864-843-5820
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Good	Excellent
2008	Average	Excellent
2007	Good	Excellent
2006	Good	Good

* The School's 2010 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 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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

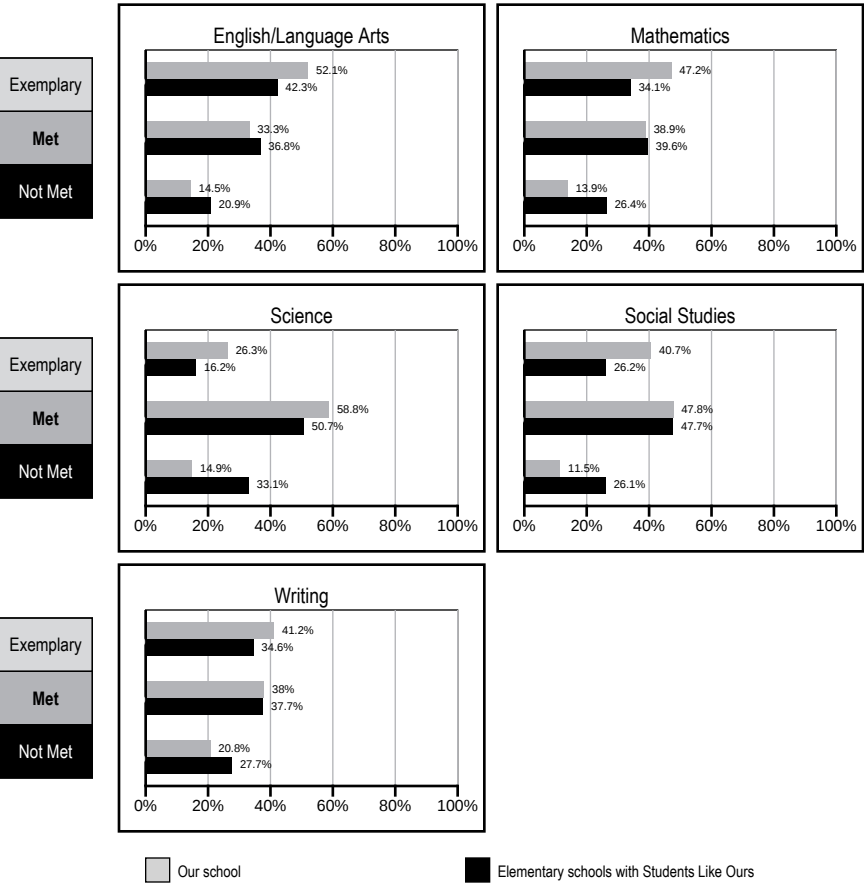
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	65	1	0

* Ratings are calculated with data available by 03/09/2011.

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=827)				
First graders who attended full-day kindergarten	100.0%	Up from 85.9%	100.0%	100.0%
Retention rate	2.8%	Down from 5.0%	1.1%	1.2%
Attendance rate	95.9%	Down from 96.6%	96.0%	96.1%
Eligible for gifted and talented	14.7%	Up from 9.3%	12.7%	11.7%
With disabilities other than speech	6.0%	Up from 5.8%	8.5%	8.0%
Older than usual for grade	1.3%	Up from 0.9%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	59.0%	Up from 55.2%	59.1%	60.5%
Continuing contract teachers	90.2%	Up from 86.2%	84.8%	84.6%
Teachers with emergency or provisional certificates	1.8%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	89.9%	Up from 85.7%	87.7%	87.0%
Teacher attendance rate	93.0%	Down from 95.1%	95.5%	95.4%
Average teacher salary*	\$47,982	Up 4.5%	\$47,193	\$47,288
Professional development days/teacher	13.1 days	Down from 13.8 days	9.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.2 to 1	19.4 to 1	19.2 to 1
Prime instructional time	86.8%	Down from 90.5%	91.1%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,863	Up 4.5%	\$7,272	\$7,548
Percent of expenditures for instruction**	60.4%	Down from 61.8%	67.6%	68.7%
Percent of expenditures for teacher salaries**	56.1%	Up from 54.5%	64.5%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our school theme for the 2009-2010 school year has been “Academic Success Under Construction.” Just as a building must be constructed on a solid foundation, our students must have a solid foundation in reading in order to build a successful academic career. Our faculty and staff take pride in laying a strong foundation for future academic success in all of students. We want to prepare them to be lifelong learners. Parents reading at home with their child are a vital component in this success.

Student achievement is always our main goal at Liberty Elementary. Our faculty, staff, and administration work hard to provide a safe, caring, and academically challenging environment for our 833 students. Our goal is for each of them to learn and reach their full potential.

To achieve this goal we feel it is our responsibility to make sure that 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, Every Day Math, and science kits to deliver content.

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 nights, and the volunteer program. The school, family, and community must share the educational responsibility to produce students who are effective members of society.

Liberty Elementary is proud to be a PBIS school that promotes a positive learning environment. Through the PBIS program, we recognize student success in positive ways including PAWS (Principal’s Award Winning Students) and the Leader of the Pack award for exceptional behavior. We have a firm belief 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 tomorrow’s workforce.

Anna Esuary, Chair of the School Improvement Council

Lowell Haynes, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	142	112
Percent satisfied with learning environment	100.0%	87.9%	94.5%
Percent satisfied with social and physical environment	100.0%	88.7%	92.6%
Percent satisfied with school-home relations	96.6%	83.6%	91.7%

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

Abbreviations for Missing Data

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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	323	99.7	14.5	33.3	52.1	93.7	87.2	83.5	Yes	Yes
Gender										
Male	168	99.4	14.4	35.6	50	95	84	80.1	N/A	N/A
Female	155	100	14.7	30.8	54.5	92.3	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	291	99.7	14.2	33.5	52.4	94.5	88.7	89.6	Yes	Yes
African American	15	100	30.8	7.7	61.5	76.9	75.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	11	100	9.1	63.6	27.3	90.9	82.5	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	39	97.4	51.4	32.4	16.2	67.6	57.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	99.5	20.9	35.8	43.3	90.4	81.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	323	100	13.9	38.9	47.2	92.4	83.8	80.4	Yes	Yes
Gender										
Male	168	100	11.9	39.4	48.8	92.5	81.7	78.4	N/A	N/A
Female	155	100	16.1	38.5	45.5	92.3	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	291	100	14.2	38.9	46.9	92.4	85.6	87.8	Yes	Yes
African American	15	100	15.4	30.8	53.8	92.3	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.2	93.5	I/S	I/S
Hispanic	11	100	9.1	54.5	36.4	90.9	72.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	39	100	48.6	29.7	21.6	64.9	51.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	100	18.2	43.3	38.5	89.3	76.6	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	242	100	14.9	58.8	26.3	85.1	76.1	67.3
Gender								
Male	128	100	13.8	59.3	26.8	86.2	76.1	66.9
Female	114	100	16.2	58.1	25.7	83.8	76.2	67.7
Racial/Ethnic Group								
White	218	100	13.6	59.7	26.7	86.4	78.5	79.6
African American	11	100	I/S	I/S	I/S	I/S	57.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65	69.5
Disability Status								
Disabled	32	100	48.4	45.2	6.5	51.6	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.5	58.6
Socio-Economic Status								
Subsidized meals	148	100	20.4	58.4	21.2	79.6	65.7	55.4

Social Studies

All Students	241	100	11.5	47.8	40.7	88.5	77	70.9
Gender								
Male	123	100	8.5	46.2	45.3	91.5	76	70.1
Female	118	100	14.7	49.5	35.8	85.3	78	71.7
Racial/Ethnic Group								
White	217	100	12.1	46.6	41.3	87.9	78.5	79.2
African American	11	100	I/S	I/S	I/S	I/S	64.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.5	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	71.2
Disability Status								
Disabled	29	100	40.7	48.1	11.1	59.3	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76.2	68
Socio-Economic Status								
Subsidized meals	155	100	15.4	49.7	35	84.6	67.4	60.8

Abbreviations for Missing Data

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

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	320	99.7	20.5	38.1	41.4	79.5	79.4	72.1	95.9	96.2
Gender										
Male	167	100	24.7	42	33.3	75.3	72.7	65.2	96.1	96.2
Female	153	99.4	15.9	33.8	50.3	84.1	86.5	79.2	95.8	96.2
Racial/Ethnic Group										
White	289	99.7	20.8	38	41.2	79.2	81.3	80.8	95.9	96.1
African American	14	100	15.4	46.2	38.5	84.6	65.4	59.7	96.3	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	96.7	97.7
Hispanic	11	100	27.3	27.3	45.5	72.7	69.4	64.6	96.4	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62.1	73.4	98.1	95.1
Disability Status										
Disabled	36	100	62.9	28.6	8.6	37.1	34.8	27.7	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72.5	63.7	96.8	97.4
Socio-Economic Status										
Subsidized meals	198	99.5	26.7	43.3	29.9	73.3	69.8	61.9	95.5	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	158	100	19.1	36.8	44.1	80.9
	4	192	100	15.2	39.3	45.5	84.8
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	158	100	28.9	36.8	34.2	71.1
	4	192	100	13.5	47.8	38.8	86.5
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	78	100	27.6	56.6	15.8	72.4
	4	192	100	12.9	61.2	25.8	87.1
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	80	98.8	21.1	53.9	25	78.9
	4	192	100	7.9	45.5	46.6	92.1
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	157	99.4	25.8	35.1	39.1	74.2
	4	190	100	19.1	45.5	35.4	80.9
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
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

Abbreviations for Missing Data