



2016 SCHOOL PROFILES

Office of Educational Quality and Accountability

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LIBERTY ELEMENTARY (EC-8)

LIBERTY PUBLIC SCHOOLS

Post Office Box 1408, Roland, OK 74954
Telephone: (918) 427-3808

68-C001-105

Community Characteristics

Socioeconomic Data

| | School | District | State Average |
|--|--------|----------|---------------|
| Ethnic Makeup Based upon Fall Enrollment: | | | |
| Caucasian | 77% | 77% | 58% |
| Black | 0% | 0% | 9% |
| Asian | 0% | 0% | 2% |
| Hispanic | 3% | 3% | 16% |
| Native American | 19% | 19% | 14% |
| Average Property Valuation per Student (12/2016) | | \$28,141 | \$49,623 |
| Students Eligible for Free/Reduced Lunch | 68% | 68% | 62% |

U.S. Census Data (American Community Survey 2011-2015 5-Year Estimates Unless Otherwise Noted)

| | | | |
|--|--|----------|----------|
| District Population | | 2,499 | 7,461 |
| Poverty Rate | | 29% | 17% |
| Unemployment Rate | | 17% | 6% |
| Average Household Income | | \$47,255 | \$63,890 |
| Single-Parent Families | | 44% | 34% |
| Highest Educational Level for Adults Age 25+ | | | |
| College Degree | | 8% | 24% |
| H.S. Diploma w/o College Degree | | 71% | 63% |
| Less than 12th Grade Education | | 21% | 13% |

Preparation, Motivation & Parental Support

| | | | |
|--|-----|------|-------|
| KG-3rd graders receiving reading remediation | 39% | 39% | 39% |
| Average Number of Days Absent per Student | 9.7 | 9.7 | 9.4 |
| Mobility Rate (Incoming Students) | 19% | 19% | 10% |
| Student Suspension Ratio: (<i>Higher number is better.</i>) | | | |
| There was 1 suspension (of 10 days or less) for every ___ students | 0.0 | None | 13.7 |
| There was 1 suspension (of more than 10 days) for every ___ students | 0.0 | None | 171.4 |
| Parents Attending Parent/Teacher Conference | 96% | 96% | 74% |
| Patrons' Volunteer Hours per Student | 3.1 | 3.1 | 3.4 |

Juvenile Offenders & Offenses (Office of Juvenile Affairs)*

| | | | |
|--|--|-------|-------|
| One out of every ___ students was charged. (<i>Higher number is better.</i>) | | 288.0 | 119.2 |
| Of those charged, each averaged ___ offense(s). | | 1.0 | 2.2 |
| Of those charged, ___ were alleged gang members. | | 0 | 0.4 |

*These statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses were not committed at school.

2015-2016 School Educational Process

Classroom & Administration Characteristics

| | School | District Total (All Schools) | ES/MS/JHS State Average |
|---|----------|---------------------------------|----------------------------|
| Fall Enrollment | 288 | 288 | 386 |
| Students as English Language Learners (ELL) | 0.0% | 0.0% | 8.7% |
| Students in Special Education* | 32.3% | 32.3% | 15.5% |
| Non-Special Ed. Teachers (FTE): | | | |
| Number of Teachers | 18.5 | 18.5 | 21.3 |
| Average Salary (w/ Fringe) | \$45,661 | \$45,661 | \$44,573 |
| Teachers with Advanced Degree(s) | 24.3% | 24.3% | 23.0% |
| Average Years of Experience | 14.4 | 14.4 | 12.8 |
| Special Education Teachers (FTE)* | 1.6 | 1.6 | 2.4 |
| Counselors (FTE) | 0.0 | 0.0 | 0.7 |
| Other Certified Professional Staff (FTE) | 0.9 | 0.9 | 1.8 |
| Administrators (FTE) | 0.7 | 1.3 | 1.3 |

*Each school has its own unique characteristics for special education programs. Please contact the school for program specific information.

Symbols Used on this Report

DNA = Data Not Available
NA = Not Applicable

RM = Revised Methodology

FTE = Full Time Equivalent

ADM = Average Daily Membership (Average Enrollment)

** = Data Protected by Privacy Laws

FTR = School/District Failed to Respond with Useable Data

2015-16 Student Performance (Regular Education Students, Full Academic Year)

| Grade | <p style="text-align: center;">% of Students Scoring Proficient & Above by Subject</p> <p style="text-align: center;">■ This School □ State Average</p> | Benchmark Met* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------|----|------------------|----|------------------|----|------------|----|------------|----|-------------|----|-------------|----|----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|--|
| 3 | <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Math</td> <td colspan="2">Reading</td> </tr> <tr> <td>0</td><td>31</td> <td>0</td><td>5</td> </tr> </table> | Math | | Reading | | 0 | 31 | 0 | 5 | | | | | | | | | | | | | | | | | | | | | |
| Math | | Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 31 | 0 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Math | | Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39 | 25 | 0 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Math | | Reading | | Social Studies | | Science | | Writing | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 34 | 0 | 12 | 13 | 42 | 7 | 20 | | | | | | | | | | | | | | | | | | | | | | | |
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| Math | | Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 5 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Math</td> <td colspan="2">Reading</td> <td colspan="2">Geography</td> </tr> <tr> <td>57</td><td>22</td> <td>29</td><td>20</td> <td>36</td><td>35</td> </tr> </table> | Math | | Reading | | Geography | | 57 | 22 | 29 | 20 | 36 | 35 | ★ | | | | | | | | | | | | | | | | |
| Math | | Reading | | Geography | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 57 | 22 | 29 | 20 | 36 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 ^[1] | <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Math</td> <td colspan="2">Reading</td> <td colspan="2">Hist/Const/Gov't</td> <td colspan="2">Science</td> <td colspan="2">Writing</td> </tr> <tr> <td>DNA</td><td>20</td> <td>33</td><td>21</td> <td>43</td><td>27</td> <td>24</td><td>20</td> <td></td><td></td> </tr> </table> | Math | | Reading | | Hist/Const/Gov't | | Science | | Writing | | DNA | 20 | 33 | 21 | 43 | 27 | 24 | 20 | | | | | | | | | | | |
| Math | | Reading | | Hist/Const/Gov't | | Science | | Writing | | | | | | | | | | | | | | | | | | | | | | |
| DNA | 20 | 33 | 21 | 43 | 27 | 24 | 20 | | | | | | | | | | | | | | | | | | | | | | | |
| EOI ^[2] (End-of-Instruction) | <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Algebra I</td> <td colspan="2">English II</td> <td colspan="2">U.S. History</td> <td colspan="2">Biology I</td> <td colspan="2">Algebra II</td> <td colspan="2">Geometry</td> <td colspan="2">English III</td> </tr> <tr> <td>43</td><td>35</td> <td>DNA</td><td>19</td> <td>DNA</td><td>24</td> <td>DNA</td><td>17</td> <td>DNA</td><td>26</td> <td>DNA</td><td>39</td> <td>DNA</td><td>22</td> </tr> </table> | Algebra I | | English II | | U.S. History | | Biology I | | Algebra II | | Geometry | | English III | | 43 | 35 | DNA | 19 | DNA | 24 | DNA | 17 | DNA | 26 | DNA | 39 | DNA | 22 | <p style="text-align: center;"><i>Most students will be tested in HS. See HS Profiles for HS students' test results.</i></p> |
| Algebra I | | English II | | U.S. History | | Biology I | | Algebra II | | Geometry | | English III | | | | | | | | | | | | | | | | | | |
| 43 | 35 | DNA | 19 | DNA | 24 | DNA | 17 | DNA | 26 | DNA | 39 | DNA | 22 | | | | | | | | | | | | | | | | | |

[1]: Students taking Algebra I or higher level math class do not participate in 8th grade math test.

[2]: Students are exempt from certain EOI tests if they passed qualified alternative assessments.

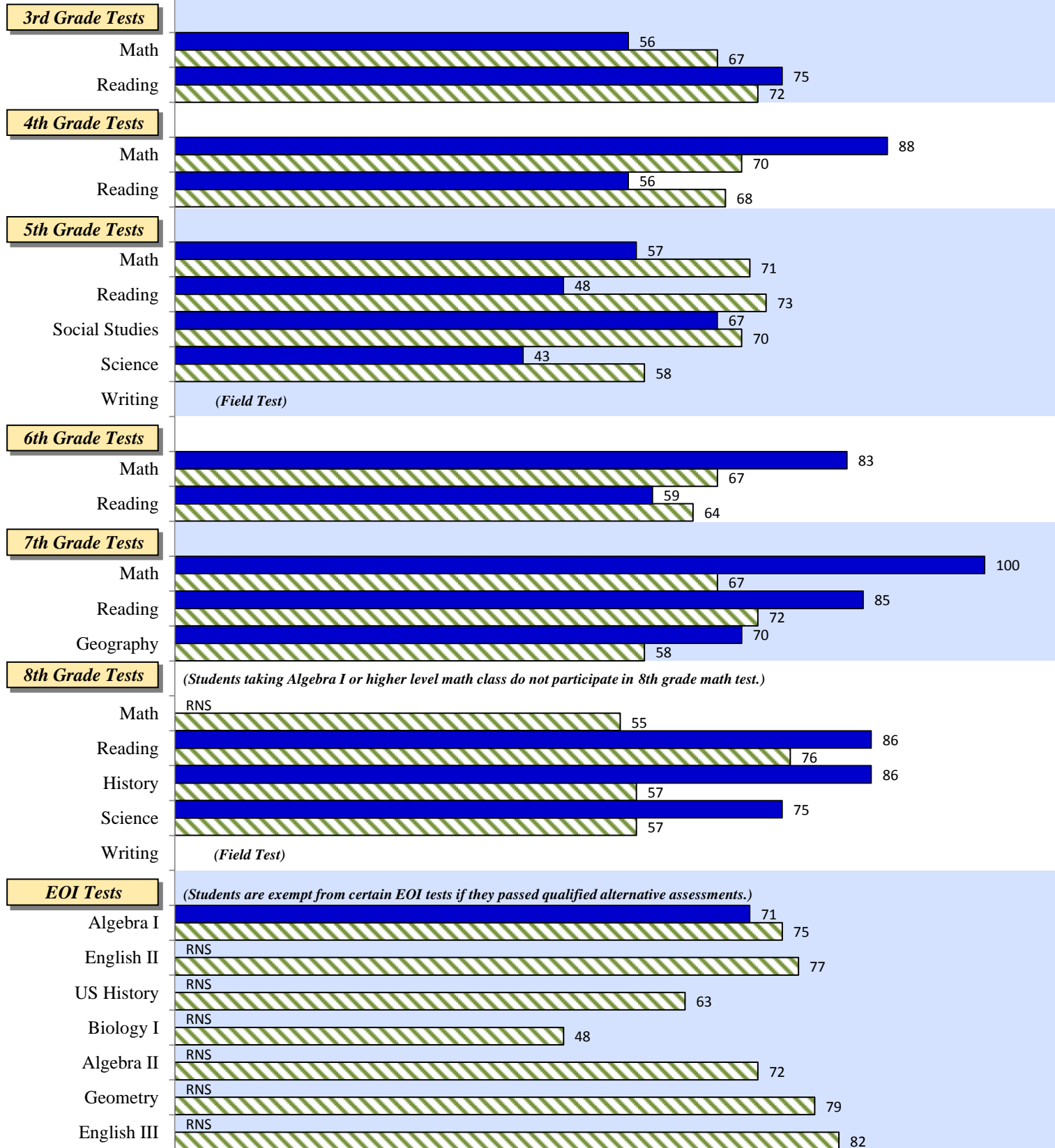
◆ Performance Benchmark Symbols (Test results must be available for every subject.) ◆

✓ (The 'Basic-70' Benchmark) = at least 70% of students scoring "Proficient & Above" in all subjects.
 ★ (The 'Advanced-25' Benchmark) = meet the Basic-70 benchmark plus at least 25% of students scoring "Advanced" in all subjects.

2015-16 Student Performance (All Students, Full Academic Year)

% of Students Scoring Proficient and Above by Grade and Subject

■ This School ▨ State Average



◆ Results Not Shown (RNS) for This School ◆

Test results cannot be shown if no students were tested (grade not offered), if test results were not available (no record found), or if circumstances require that results be protected by federal privacy laws.