



## Leaphart Elementary

120 Piney Grove Road  
Columbia, SC 29210

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	515 Students	
<b>Principal</b>	Rebecca McKenzie-	803-798-0030
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

## 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**

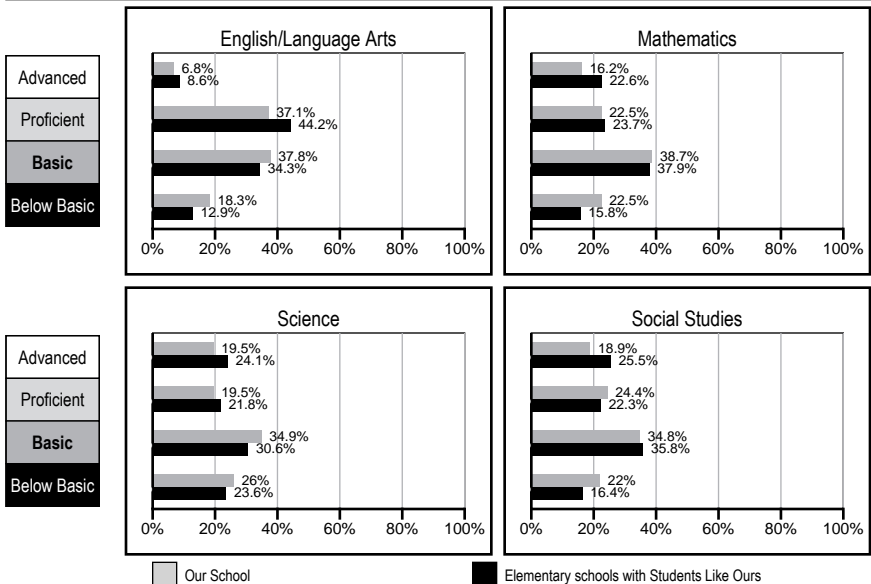
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	26	40	1	0

\* 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 | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=515)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.5%	1.8%	2.3%
Attendance rate	96.8%	Down from 96.9%	96.5%	96.3%
Eligible for gifted and talented	16.5%	Down from 19.0%	17.0%	10.4%
With disabilities other than speech	2.0%	Down from 5.4%	6.9%	7.5%
Older than usual for grade	0.5%	Down from 0.6%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	60.4%	Up from 55.1%	60.7%	56.7%
Continuing contract teachers	64.6%	Down from 75.5%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.8%	Down from 81.9%	88.0%	86.4%
Teacher attendance rate	93.3%	Down from 94.5%	94.8%	94.9%
Average teacher salary	\$47,605	Up 5.8%	\$46,744	\$45,345
Professional development days/teacher	14.1 days	Up from 13.1 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.1 to 1	19.4 to 1	18.5 to 1
Prime instructional time	88.5%	Down from 90.2%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,278	Up 7.8%	\$6,578	\$7,052
Percent of expenditures for instruction*	64.5%	Down from 66.0%	69.9%	69.1%
Percent of expenditures for teacher salaries*	63.1%	Down from 64.3%	66.7%	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

Leaphart Elementary School is looking to the future, as we move forward with the mantra of "Learning Equals Success." Our future holds many exciting things: the renovation of our building and the addition of a primary wing are slated to begin in early 2009. In addition, we envision our conversion to a magnet school for mathematics, science, and engineering for the 2009-2010 school year.

Student achievement continues to be our number-one priority. An emphasis on the use of read alouds, independent reading, shared reading, and guided reading instruction as part of a balanced literacy approach has continued. An infusion of approximately \$100,000 to purchase big books for shared reading and six-packs of leveled texts for guided reading provides the resources needed by the classroom teacher to ensure best practices in literacy instruction are implemented. Monies to improve individual classroom libraries were also included. A Literacy Lab, used to support guided reading instruction, was provided for every first and second-grade student. In addition, Early Intervening Services for some struggling readers from grades 2 through 5 were available. Student progress was formally monitored through the use of Dominic Assessment and MAP (Measures of Academic Progress) testing.

Student achievement in the area of mathematics, science, and social studies is equally important. Students in grades 3-5 were involved in "Math Mania," which was an opportunity to use MAP information to assess individual students' strengths and weaknesses. This focused math instruction was provided in a hands-on, game-like setting supplemental to Everyday Math. The GEMS program continued to be available for 2nd through 5th-grade students who needed more math intervention. Providing instruction through hands-on experiences in science is crucial to the deep understanding that students need to develop conceptual knowledge in this subject area. Two lab areas were created this year for these opportunities and the support of a part-time science coach was available for the first time in approximately four years. Lastly, primary sources and numerous read alouds were purchased for classroom use to enhance social studies instruction.

Technology is the key to the future, and all students need this exposure. Expansion of technology was achieved by the use of three laptop carts, flip videos, Senteo systems, voice recorders, and document cameras. A part-time technology integration coach assisted teachers in developing their technology skills to enhance instruction.

Teaching lifelong skills to develop positive character traits in all students is highlighted daily. Our positive behavior system supports the noticing and naming of these behaviors by students and staff. Implementation of a "Responsive Classroom" approach began this year.

The future is bright. This journey of improvement and change is challenging but exciting. We hope you will take the trip with us!

Phyllis Johns, School Improvement Council Chair  
Rebecca McKenzie-Apling, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	77	30
Percent satisfied with learning environment	75.0%	61.8%	82.1%
Percent satisfied with social and physical environment	47.7%	67.1%	65.5%
Percent satisfied with school-home relations	88.6%	90.7%	85.7%

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

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School Adequate Yearly Progress

NO

This school met 13 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

Newly Identified

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	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	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	96.8%	94.0%	Yes

\* Or greater than last year

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

All Students	272	100	18.3	37.8	37.1	6.8	57	62.4	48.2	Yes	Yes
<b>Gender</b>											
Male	135	100	24.6	37.3	31.7	6.3	50.8	55.3	41.7	N/A	N/A
Female	137	100	12	38.4	42.4	7.2	63.2	69.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	128	100	9.6	32	48	10.4	72.8	71.8	60	Yes	Yes
African American	121	100	27.9	43.2	27	1.8	40.5	41.1	31.7	No	Yes
Asian/Pacific Islander	13	100	22.2	33.3	22.2	22.2	66.7	75.4	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	37	100	58.8	32.4	5.9	2.9	20.6	26.6	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	17	100	20	40	30	10	50	45.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	104	100	30.2	43.8	25	1	36.5	38.6	34	No	Yes

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

All Students	272	100	21.9	39	22.7	16.3	51	64.1	45.8	Yes	Yes
<b>Gender</b>											
Male	135	100	26.2	32.5	24.6	16.7	50.8	64.6	45.6	N/A	N/A
Female	137	100	17.6	45.6	20.8	16	51.2	63.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	128	100	11.2	37.6	26.4	24.8	64.8	74.8	59	Yes	Yes
African American	121	100	34.2	40.5	18	7.2	33.3	39	26.9	No	Yes
Asian/Pacific Islander	13	100	33.3	22.2	33.3	11.1	66.7	79.7	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	37	100	61.8	23.5	8.8	5.9	20.6	32.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	17	100	30	20	30	20	70	59.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	104	100	32.3	45.8	17.7	4.2	36.5	39.2	31.4	No	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
<b>Science</b>											
All Students	182	100	25.6	35.1	19.6	19.6	39.3	51	35.7	96.8	96.7
<b>Gender</b>											
Male	87	100	27.2	29.6	23.5	19.8	43.2	53.6	37.4	96.6	96.6
Female	95	100	24.1	40.2	16.1	19.5	35.6	48.4	33.8	96.9	96.8
<b>Racial/Ethnic Group</b>											
White	80	100	10.4	31.2	31.2	27.3	58.4	61.5	49.2	96.8	96.7
African American	88	100	39.5	39.5	9.9	11.1	21	26.2	17	96.7	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97.9	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	95.6	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.2	97
<b>Disability Status</b>											
Disabled	25	100	56.5	26.1	8.7	8.7	17.4	28.6	14	96.8	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	11	100	42.9	28.6	14.3	14.3	28.6	45.1	24.4	97.2	96.8
<b>Socio-Economic Status</b>											
Subsided meals	73	100	38.8	40.3	16.4	4.5	20.9	26.9	21.1	96.4	95.7
<b>Social Studies</b>											
All Students	177	100	22	34.8	24.4	18.9	43.3	51.9	34	96.8	96.7
<b>Gender</b>											
Male	89	100	20.2	33.3	28.6	17.9	46.4	55.7	36.6	96.6	96.6
Female	88	100	23.8	36.3	20	20	40	47.9	31.3	96.9	96.8
<b>Racial/Ethnic Group</b>											
White	84	100	12	34.9	28.9	24.1	53	60.1	44.5	96.8	96.7
African American	77	100	32.4	32.4	21.1	14.1	35.2	31.5	19.1	96.7	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	97.9	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	95.6	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.2	97
<b>Disability Status</b>											
Disabled	22	100	52.6	26.3	10.5	10.5	21.1	30.5	14.4	96.8	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	13	100	25	50	25	0	25	44.6	27.3	97.2	96.8
<b>Socio-Economic Status</b>											
Subsided meals	61	100	29.8	45.6	14	10.5	24.6	28.8	21	96.4	95.7

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	90	100	9.9	32.1	48.1	9.9	58
	4	94	100	27.3	36.4	34.1	2.3	36.4
	5	96	100	30.9	42.6	23.4	3.2	26.6
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	97	100	14.6	31.5	41.6	12.4	53.9
	4	87	100	16	35.8	44.4	3.7	48.1
	5	88	100	24.7	46.9	24.7	3.7	28.4
	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
<b>Mathematics</b>								
<b>2007</b>	3	90	100	11.1	51.9	32.1	4.9	37
	4	94	100	26.1	36.4	17	20.5	37.5
	5	96	100	23.4	47.9	16	12.8	28.7
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	97	100	19.1	50.6	14.6	15.7	30.3
	4	87	100	17.3	33.3	29.6	19.8	49.4
	5	88	100	29.6	32.1	24.7	13.6	38.3
	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
<b>Science</b>								
<b>2007</b>	3	45	100	28.6	33.3	23.8	14.3	38.1
	4	94	100	37.5	27.3	23.9	11.4	35.2
	5	46	100	43.5	37	4.3	15.2	19.6
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	50	100	23.9	39.1	17.4	19.6	37
	4	87	100	22.2	39.5	24.7	13.6	38.3
	5	45	100	34.1	22	12.2	31.7	43.9
	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
<b>Social Studies</b>								
<b>2007</b>	3	45	100	15.4	38.5	30.8	15.4	46.2
	4	94	100	30.7	31.8	17	20.5	37.5
	5	48	100	40.4	27.7	14.9	17	31.9
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	47	100	11.6	30.2	30.2	27.9	58.1
	4	87	100	23.5	35.8	22.2	18.5	40.7
	5	43	100	30	37.5	22.5	10	32.5
	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

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