



## Logan Elementary

815 Elmwood Avenue  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	284 Students	
<b>Principal</b>	Dr. Richard E. Moore	803-343-2915
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

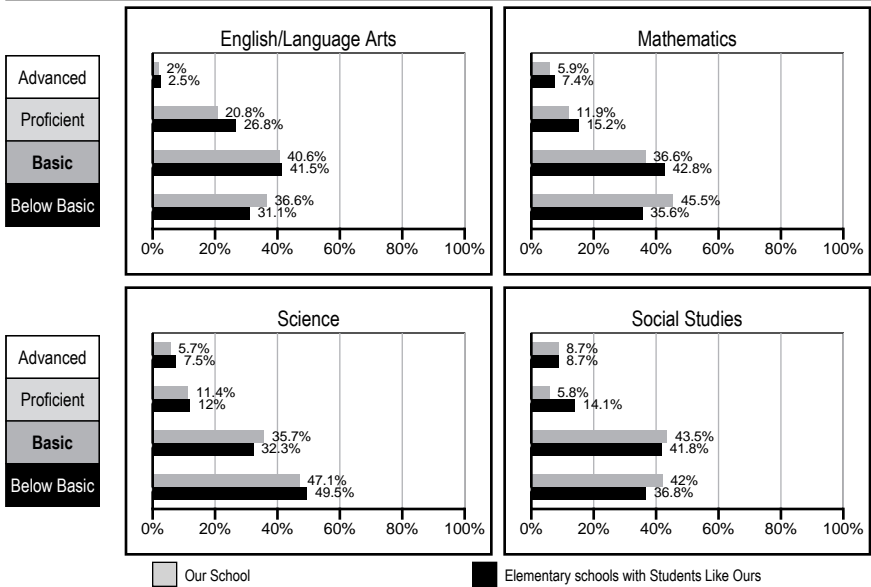
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	13	66	32

\* 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=284)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.5%	Down from 6.0%	3.0%	2.3%
Attendance rate	96.4%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	4.3%	Down from 4.6%	6.2%	10.4%
With disabilities other than speech	17.5%	Up from 15.0%	8.2%	7.5%
Older than usual for grade	1.5%	Up from 0.5%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 3.0%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	59.3%	Up from 55.6%	54.2%	56.7%
Continuing contract teachers	81.5%	Up from 78.6%	71.7%	77.3%
Teachers with emergency or provisional certificates	4.2%	Down from 4.3%	0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 80.2%	84.9%	86.4%
Teacher attendance rate	96.0%	Down from 96.2%	94.9%	94.9%
Average teacher salary	\$49,044	Up 9.1%	\$44,314	\$45,345
Professional development days/teacher	9.0 days	Down from 10.5 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.8	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 14.8 to 1	17.2 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 90.1%	89.1%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$10,485	Down 10.8%	\$7,684	\$7,052
Percent of expenditures for instruction*	75.5%	Up from 75.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Up from 67.9%	62.9%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The Logan Leopards had a wonderful 2007-08. We continued the services of our science coach and reading interventionist, increased the use of our computer lab for computer-based interventions with targeted students, continued the Montessori program with the program serving third-grade students this year, and continued to implement the TRIBES® program, including school-wide agreements and procedures, classroom and individual goal-setting and the daily community circle activities in each classroom. The fourth- and fifth-grade students began the year with a retreat to focus on developing classroom learning communities. Our students continued their community service through food drives, our annual Mitten & Sock Tree, Jump Rope for Heart and recycling activities sponsored by our fifth grade. Students had the opportunity to provide leadership through the Safety Patrol Program and the WLGN News Daily Broadcast. Logan Leopards were recognized with winners in the district Visual Literacy Festival puppetry and book production contests, including the grand prize in puppetry. Logan had winners at the regional science fair with two teams winning Grand Team Awards and one Outstanding Achievement Award for Best Fifth-Grade Projects.

The fine arts program at Logan expanded this year to include three performing chorus groups and keyboarding classes in our piano lab. Our steel band and our dance ensemble continued to perform around the city in festivals and at special events. The fine arts teachers planned with teachers on every grade level to develop integrated arts lessons and units each marking period. The productions that resulted showcased the fine arts, but also were an integral part of the instruction in other subject areas as well. The year culminated with our annual Arts in The Park, a community event featuring our Logan Leopards.

Professional development for the Logan staff this year included training in the use of the electronic whiteboards that were purchased for each of our 1st – 5th grade classrooms and training in the use of Marzano's High-Yield Strategies, research-based instructional practices. In addition, teachers continued planning with our science coach, working with the fine arts team and collaborating on SuccessMaker plans and results. Throughout the year, 1st – 5th grade teachers met regularly to look at lesson plans and achievement results, making revisions in plans as needed and developing common assessments for use in instruction.

Parents attended conferences throughout the year, participated in SIC and PTO meetings and projects, helped set student goals and attended Books & Breakfast, and Family Night activities. The PTO purchased a marquee for the school and began to raise funds for a new sound system in the cafeteria. The SIC worked on literacy and served as advocates with the district and community to look at the issue of adequate space at the school. Logan continued its partnership with the Elmwood Park Neighborhood Association, enlisting their support for possible expansions and participating in the Annual Tour of Homes.

Primary challenges for Logan in the coming year include students reading below grade level, the achievement of our special needs students and motivating student to make academic achievement a priority. Plans include maintaining a low pupil-teacher ratio, increasing the interventions offered to all targeted students and continuing experiences for our staff to strengthen instruction.

Richard E. Moore, Principal □ Tiaa Rutherford, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	27	14
Percent satisfied with learning environment	96.8%	92.6%	92.3%
Percent satisfied with social and physical environment	93.5%	88.5%	91.7%
Percent satisfied with school-home relations	74.2%	76.9%	84.6%

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

## Abbreviations for Missing Data

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## School Adequate Yearly Progress

NO

This school met 8 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. 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	114	100	36.6	40.6	20.8	2	34.7	41.2	48.2	No	Yes
<b>Gender</b>											
Male	62	100	45.6	38.6	12.3	3.5	26.3	35	41.7	N/A	N/A
Female	52	100	25	43.2	31.8	0	45.5	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	105	100	40.2	41.3	17.4	1.1	30.4	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	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	39	100	70.3	24.3	5.4	0	8.1	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	96	100	39.8	39.8	20.5	0	31.3	31.2	34	No	Yes

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

All Students	114	100	45.5	36.6	11.9	5.9	25.7	34.9	45.8	No	Yes
<b>Gender</b>											
Male	62	100	54.4	28.1	14	3.5	24.6	33.8	45.6	N/A	N/A
Female	52	100	34.1	47.7	9.1	9.1	27.3	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	105	100	48.9	35.9	9.8	5.4	21.7	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	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	39	100	89.2	0	10.8	0	10.8	12.2	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	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	96	100	48.2	33.7	12	6	25.3	24.6	31.4	Yes	Yes

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

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	78	100	47.1	35.7	11.4	5.7	17.1	25.3	35.7	96.4	96.1
<b>Gender</b>											
Male	42	100	50	35	7.5	7.5	15	26	37.4	96.4	95.8
Female	36	100	43.3	36.7	16.7	3.3	20	24.6	33.8	96.5	96.3
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	95.4	96.3
African American	74	100	48.5	37.9	10.6	3	13.6	16.4	17	96.5	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	91.1	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	96.4	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	26	100	87.5	8.3	0	4.2	4.2	8.9	14	95.4	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	66	100	48.3	36.2	10.3	5.2	15.5	15.1	21.1	96.3	95.8
<b>Social Studies</b>											
All Students	77	100	42	43.5	5.8	8.7	14.5	27.2	34	96.4	96.1
<b>Gender</b>											
Male	46	100	46.3	39	7.3	7.3	14.6	28.1	36.6	96.4	95.8
Female	31	100	35.7	50	3.6	10.7	14.3	26.2	31.3	96.5	96.3
<b>Racial/Ethnic Group</b>											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	95.4	96.3
African American	71	100	46	39.7	6.3	7.9	14.3	18.2	19.1	96.5	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	91.1	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.4	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	30	100	66.7	30	0	3.3	3.3	9.7	14.4	95.4	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	69	100	41	42.6	6.6	9.8	16.4	16.8	21	96.3	95.8

\* 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	36	100	54.8	29	16.1	0	16.1	
	4	32	96.9	25.9	44.4	29.6	0	29.6	
	5	33	100	40.7	37	18.5	3.7	22.2	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	15.8	42.1	36.8	5.3	42.1	
	4	41	100	55.3	34.2	10.5	0	10.5	
	5	29	100	40	48	12	0	12	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	36	100	64.5	29	6.5	0	6.5	
	4	32	100	40.7	44.4	11.1	3.7	14.8	
	5	33	100	37	51.9	7.4	3.7	11.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	36.8	44.7	13.2	5.3	18.4	
	4	41	100	52.6	28.9	7.9	10.5	18.4	
	5	29	100	48	36	16	0	16	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	18	100	57.1	35.7	7.1	0	7.1	
	4	32	96.9	55.6	25.9	18.5	0	18.5	
	5	16	100	41.7	41.7	8.3	8.3	16.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	23	100	30	50	20	0	20	
	4	41	100	57.9	28.9	7.9	5.3	13.2	
	5	14	100	41.7	33.3	8.3	16.7	25	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	18	100	47.1	41.2	5.9	5.9	11.8	
	4	32	96.9	33.3	51.9	11.1	3.7	14.8	
	5	17	100	46.7	26.7	13.3	13.3	26.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	21	100	44.4	55.6	0	0	0	
	4	41	100	44.7	31.6	7.9	15.8	23.7	
	5	15	100	30.8	61.5	7.7	0	7.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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