

Leaphart Elementary

120 Piney Grove Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	500 Students	
Principal	Rebecca McKenzie-	803-798-0030
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk

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.

http://ed.sc.gov
http://www.eoc.sc.gov

Leaphart Elementary 06/01/10-3205044

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

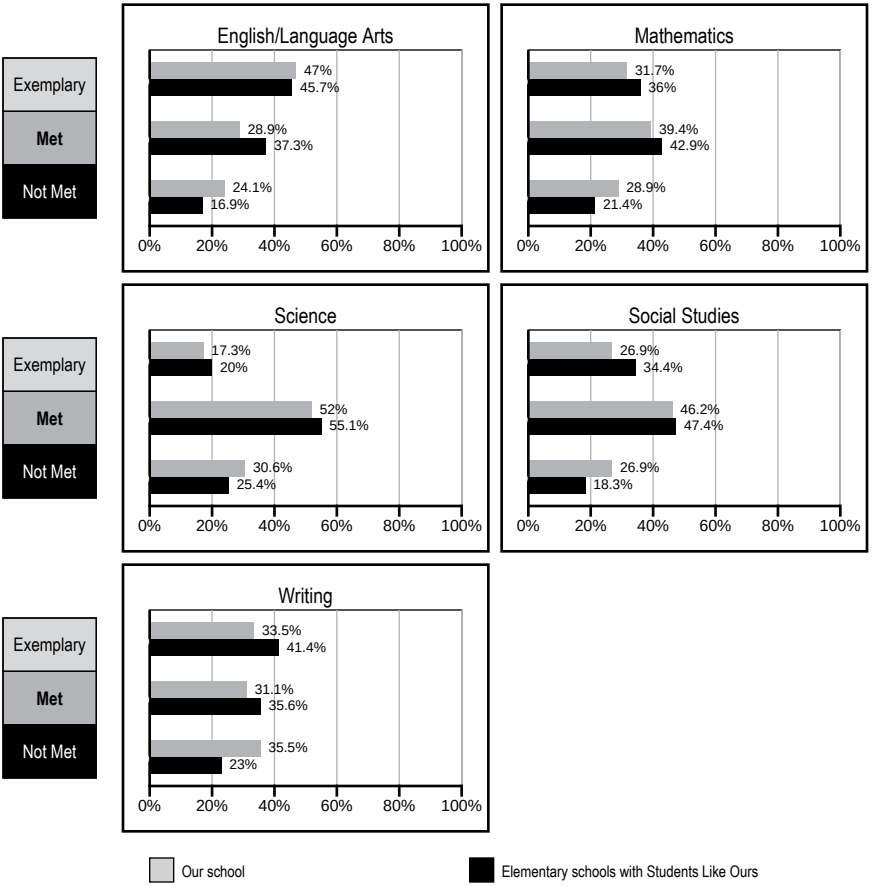
Percent of students tested in 2008-09 whose 2007-08 test scores were located	96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	36	34	0	0

* Ratings are calculated with data available by 06/01/2010.

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

Leaphart Elementary 06/01/10-3205044

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=500)				
First graders who attended full-day kindergarten	97.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	1.6%	1.9%
Attendance rate	96.8%	No Change	96.4%	96.3%
Eligible for gifted and talented	15.8%	Down from 16.5%	15.4%	10.0%
With disabilities other than speech	5.8%	Up from 2.0%	7.2%	7.7%
Older than usual for grade	0.0%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	68.1%	Up from 60.4%	62.9%	59.4%
Continuing contract teachers	80.9%	Up from 64.6%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.4%	Down from 81.8%	88.6%	85.9%
Teacher attendance rate	94.9%	Up from 93.3%	95.1%	95.1%
Average teacher salary*	$49,435	Up 3.8%	$48,444	$47,149
Professional development days/teacher	14.4 days	Up from 14.1 days	11.4 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.9 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 88.5%	90.4%	90.4%
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**	$9,315	Up 12.5%	$7,060	$7,458
Percent of expenditures for instruction**	65.6%	Up from 64.5%	68.9%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Up from 63.1%	60.6%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Learn-Excel-Achieve-Possibilities" encompasses our belief and vision for all children. The 2009-2010 school year will see the initiation of the Leaphart Engineering Arts Program (LEAP); a K-5 magnet school program for math, science, and engineering. The mission of LEAP is to inspire, challenge, and empower all students by providing a rigorous problem-solving curriculum.

The renovation of Leaphart Elementary School will begin during summer 2009. It will provide an infrastructure that will sustain and support the technology advances which are critical to teaching and learning. We have three mobile laptop carts available to enhance instruction; our teachers continue to develop their instructional technology skills through the aide of a Technology Coach. Lego Robotics will be added to meet the design challenges incorporated into some of the integrated engineering units. Students' ability to develop a strong foundation for literacy is supported at grades 1 and 2 through our Literacy Lab. Guided reading instruction is differentiated to meet the needs and challenges of every student. Additional support is provided to students in grades 2-5 utilizing the strategic work of the reading Interventionist; Reading Recovery services continue to be vital for our most struggling readers in grade 1. The Literacy Coach has worked one-on-one with all teachers to increase their understanding of the Dominie Reading Assessment data and its use to inform their instruction.

Utilization of hands-on learning through the full implementation of FOSS and Delta Science materials has increased across all grade levels. The use of best practice in science by all teachers is supported through their work with the Science Coach. Future work will include the development of common, formative assessments.

Our math interventionist/coach works with at-risk students utilizing the Voyager Math program; this program was initiated during the 2008-2009 school year. She also worked with our identified gifted students in grade 2 whose math aptitude indicated the need for greater challenges. Use of technology and the "Hands on Equations" program helped provide those challenges. A weekly math challenge in the form of a problem-solving program was also provided to all students in kindergarten through grade 5. Our school winners went on to compete in a state "Math Fest"; LES students were recognized winners in grades 2, 3, and 4. Our grade 4 team also took first place honors in the math debate portion of the state competition.

We appreciate the combined efforts of very involved PTO and SIC parent and community groups. The fundraising efforts of the PTO provide monetary support for materials and programs that we would otherwise not enjoy. Parental involvement in family oriented activities such as our Science Inquiry Night and our Math Night at Bi-Lo, to name a few, are opportunities for parents to engage in learning activities with their child.

Building children of character is also important. Incorporation of the Responsive Classroom approach, daily student recognition on WLES for character demonstration, participation in service learning opportunities are all aspects incorporated into the lives of students.

Thank you for the opportunity to be a part of the lives of your children so they may "Learn-Excel-Achieve-Possibilities" at Leaphart Elementary School.

Lucy Turner
School Improvement Council Chairperson

Rebecca McKenzie-Appling
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	85	37
Percent satisfied with learning environment	71.4%	80.7%	75.7%
Percent satisfied with social and physical environment	61.9%	72.9%	75.0%
Percent satisfied with school-home relations	85.7%	81.2%	85.7%

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

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School Adequate Yearly Progress	YES

This school met 17 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	NI-DELAY

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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Leaphart Elementary										06/01/10-3205044
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	273	100	24.1	28.9	47	80.3	90.7	82.8	Yes	Yes
Gender										
Male	137	100	29.8	28.9	41.3	76.9	87.9	79.3	N/A	N/A
Female	136	100	18.8	28.9	52.3	83.6	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	135	100	12.5	29.7	57.8	90.6	94.6	89.5	Yes	Yes
African American	118	100	38.1	26.7	35.2	67.6	81.9	73.7	Yes	Yes
Asian/Pacific Islander	12	100	27.3	36.4	36.4	81.8	90.6	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
Disability Status										
Disabled	30	100	60.7	21.4	17.9	57.1	64.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	30.8	38.5	30.8	76.9	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	116	100	37	31	32	71	80.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	273	100	28.9	39.4	31.7	81.1	89.7	78.9	Yes	Yes
Gender										
Male	137	100	33.1	33.9	33.1	80.2	88.6	77	N/A	N/A
Female	136	100	25	44.5	30.5	82	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	135	100	10.9	46.9	42.2	91.4	94.5	87.2	Yes	Yes
African American	118	100	50.5	31.4	18.1	68.6	78.3	66.7	Yes	Yes
Asian/Pacific Islander	12	100	27.3	45.5	27.3	81.8	93.9	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
Disability Status										
Disabled	30	100	64.3	28.6	7.1	50	64.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	30.8	30.8	38.5	76.9	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	116	100	48	39	13	68	78	70.2	Yes	Yes

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

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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
Science								
All Students	189	100	30.6	52	17.3	69.4	81.3	67.5
Gender								
Male	91	100	28	56.1	15.9	72	80.5	67
Female	98	100	33	48.4	18.7	67	82	68
Racial/Ethnic Group								
White	101	100	16.5	58.8	24.7	83.5	89.2	79.5
African American	74	100	49.2	44.6	6.2	50.8	61.9	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	20	100	61.1	33.3	5.6	38.9	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsized meals	79	100	50.7	43.5	5.8	49.3	64	55.1
Social Studies								
All Students	188	100	26.9	46.2	26.9	73.1	86	72.3
Gender								
Male	98	100	29.5	37.5	33	70.5	84.9	71.5
Female	90	100	24.1	55.4	20.5	75.9	87.2	73.2
Racial/Ethnic Group								
White	91	100	15.3	47.1	37.6	84.7	90.6	80.7
African American	81	100	40.3	47.2	12.5	59.7	75.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	21	100	57.1	33.3	9.5	42.9	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsized meals	81	100	39.7	42.6	17.6	60.3	72.2	62.1

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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	275	99.6	35.5	31.1	33.5	64.5	80.4	70.2	96.8	96.7
Gender										
Male	139	99.3	45.5	30.1	24.4	54.5	74.8	63.2	96.7	96.6
Female	136	100	25.8	32	42.2	74.2	86	77.5	96.8	96.7
Racial/Ethnic Group										
White	135	100	24.2	33.6	42.2	75.8	87	79.1	96.8	96.6
African American	120	99.2	47.2	32.1	20.8	52.8	64.9	57.6	97	96.8
Asian/Pacific Islander	12	100	36.4	9.1	54.5	63.6	86.7	86.2	96.3	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	62.6	94.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	68.7	97.2	94
Disability Status										
Disabled	31	100	69	20.7	10.3	31	39.2	26.1	96.8	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	50	14.3	35.7	50	63.7	61.2	96	96.6
Socio-Economic Status										
Subsized meals	117	100	47.1	30.4	22.5	52.9	61.1	58.9	96.5	95.9

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PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	80	100	20.8	20.8	58.3	79.2
	4	104	100	29.5	25.3	45.3	70.5
	5	89	100	20.7	40.2	39	79.3
	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
Mathematics							
2009	3	80	100	29.2	33.3	37.5	70.8
	4	104	100	24.2	45.3	30.5	75.8
	5	89	100	34.1	37.8	28	65.9
	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
Science							
2009	3	40	100	29.7	43.2	27	70.3
	4	104	100	32.6	51.6	15.8	67.4
	5	45	100	26.8	61	12.2	73.2
	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
Social Studies							
2009	3	40	100	20	48.6	31.4	80
	4	104	100	26.3	49.5	24.2	73.7
	5	44	100	34.1	36.6	29.3	65.9
	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
Writing							
2009	3	81	100	34.2	28.8	37	65.8
	4	105	100	35.4	32.3	32.3	64.6
	5	89	98.9	36.6	31.7	31.7	63.4
	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

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