

## LEAD ACADEMY

80 Byrdland Drive  
Greenville, SC 29607

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	79 Students	
<b>Principal</b>	Rodney Johnson	864-770-1790
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

### 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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

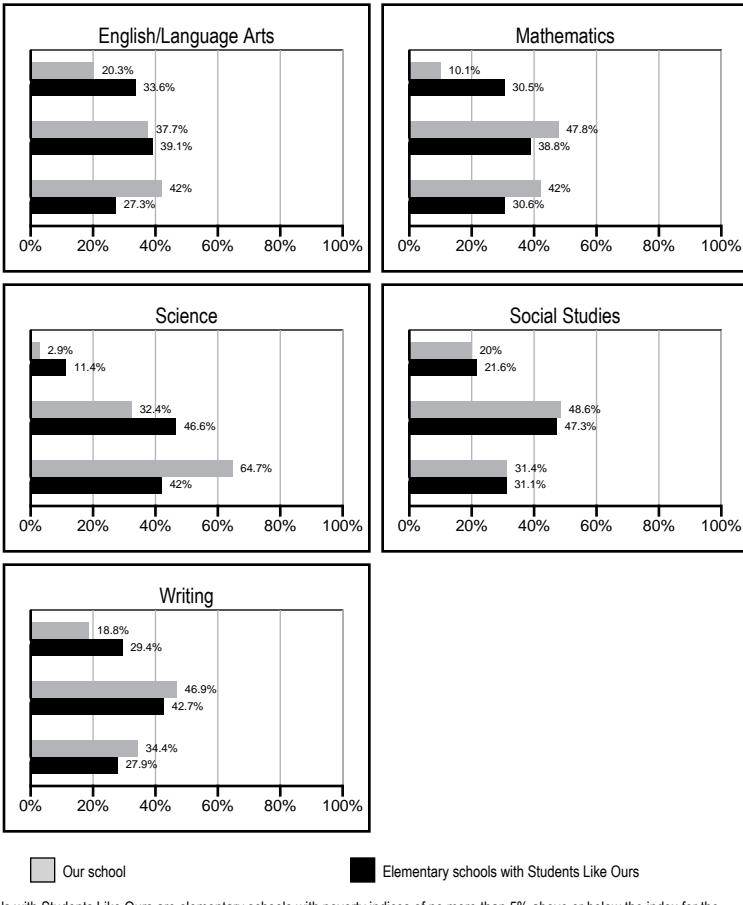
94.2%

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

Excellent	Good	Average	Below Average	At-Risk
6	12	97	13	1

\* Ratings are calculated with data available by 11/09/2011.

## 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
<b>Students (n=79)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.5%	1.1%
Attendance rate	96.9%	N/A	95.9%	96.2%
Served by gifted and talented program	0.0%	N/A	9.2%	13.4%
With disabilities other than speech	13.9%	N/A	4.5%	4.1%
Older than usual for grade	0.0%	N/A	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=6)</b>				
Teachers with advanced degrees	25.0%	N/A	60.5%	62.5%
Continuing contract teachers	75.0%	N/A	88.2%	88.2%
Teachers returning from previous year	N/A	N/A	87.0%	87.8%
Teacher attendance rate	98.6%	N/R	95.1%	95.2%
Average teacher salary*	N/A	I/S	\$46,117	\$46,773
Professional development days/teacher	12.7 days	N/R	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	N/R	19.5 to 1	19.9 to 1
Prime instructional time	94.8%	N/R	89.8%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	86.8%	N/R	100.0%	100.0%
Character development program	Below Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,489	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.2%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.6%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Lead Academy was founded on the belief that every child can achieve at an exceptionally high level, regardless of background or circumstance. Our school community made strides towards achieving this reality during our first year and we are excited to continue the pursuit. Our commitment to realize this goal is evident as students and staff all participate in a longer school day, Saturday school once each month, and a whole-school summer session. We set high expectations for our students through our focus on our four guiding rules: 1) be nice; 2) work hard; 3) be on time; 4) be on task.

Our final enrollment for the school year was 72 students in grades 5 and 6. In addition to the standard core academic curriculum, each student received instruction in Spanish, Physical Education, and the Junior Achievement curriculum. Local artists also provided sessions in art and music. The vast majority of our students completed 20 hours of community service and created portfolios to showcase their work in the community. Teachers began to develop individual learning plans for every student that will guide our students' instruction through the completion of their eighth-grade year at Lead Academy. The MAP test was used to track our students' academic performance. Scores were promising. We surpassed national growth norms in two out of four categories in our first year of operation. Our students visited multiple local and regional attractions, including the Biltmore House in Asheville, NC and Discovery Place in Charlotte; they also spent four days touring Washington, DC. Other extracurricular activities included service projects, Saturday School theme days, the Spinx Fun Run (we won a \$1,000 prize for the highest rate of participation), and a field day.

Sharing building space with a local nonprofit proved to be a challenge. However, the flexibility and determination of our talented corps of teachers, two of which have won awards at the district and state level, helped to manage the obstacle. Weekly staff meetings and a book study, along with state and national conferences provided our teachers with professional development opportunities. Teachers utilized document cameras, digital and video cameras, and laptops (1:2 ratio) as technology aids in the classroom.

Parents supported the school through volunteering, fundraising and attendance at school functions. Still, this is an area we want to strengthen as our school matures. We are committed to establishing ways to improve our school culture and involve parents and the local community in our efforts to provide our students with an excellent education.

Rodney Johnson, Principal  
Dr. H. Paul Thompson, Jr., Acting Board Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	36	16
Percent satisfied with learning environment	I/S	85.7%	87.5%
Percent satisfied with social and physical environment	I/S	69.4%	86.7%
Percent satisfied with school-home relations	I/S	88.9%	87.5%

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

## 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 Adequate Yearly Progress

NO

This school met 5 out of 9 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.3%	0.0%	No
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	72	100	42	37.7	20.3	69.6	84.1	82.4	No	Yes
<b>Gender</b>										
Male	36	100	50	25	25	61.1	80.8	78.7	N/A	N/A
Female	36	100	33.3	51.5	15.2	78.8	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	89.7	88.9	I/S	I/S
African American	55	100	46.2	40.4	13.5	65.4	72.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	11	100	45.5	18.2	36.4	72.7	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	16.7	48.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	41.7	25	33.3	75	79.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	75.7	75.4	I/S	I/S
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	72	100	42	47.8	10.1	78.3	84.4	81.9	No	Yes
<b>Gender</b>										
Male	36	100	47.2	44.4	8.3	69.4	82.9	79.9	N/A	N/A
Female	36	100	36.4	51.5	12.1	87.9	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	89.4	88.9	I/S	I/S
African American	55	100	44.2	48.1	7.7	75	72	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	11	100	N/AV	N/AV	N/AV	81.8	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	N/AV	N/AV	N/AV	25	47.1	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	N/AV	N/AV	N/AV	83.3	83.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	74.9	I/S	I/S

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A-Not Applicable

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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
<b>Science</b>								
All Students	36	100	64.7	32.4	2.9	35.3	71.6	68.6
<b>Gender</b>								
Male	19	100	N/AV	N/AV	N/AV	31.6	71.4	68.3
Female	17	100	60	33.3	6.7	40	71.9	68.9
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	81	80.7
African American	25	100	N/AV	N/AV	N/AV	26.1	52.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	34.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	58.4	57.3
<b>Social Studies</b>								
All Students	36	100	31.4	48.6	20	68.6	76.1	72.5
<b>Gender</b>								
Male	17	100	41.2	47.1	11.8	58.8	75.9	72
Female	19	100	22.2	50	27.8	77.8	76.2	73.1
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	82.8	81
African American	30	100	34.5	51.7	13.8	65.5	61.5	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	88.5	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	41.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	62.9

Abbreviations for Missing Data

N/A-Not Applicable

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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
<b>Writing</b>										
All Students	33	100	34.4	46.9	18.8	65.6	76	73.2	96.9	96.4
<b>Gender</b>										
Male	14	100	42.9	50	7.1	57.1	70.2	67.2	96.9	96.3
Female	19	100	27.8	44.4	27.8	72.2	82.1	79.4	96.8	96.4
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	83.1	81.5	96.2	96.2
African American	23	100	31.8	50	18.2	68.2	62.2	61.3	96.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	99.3	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.3	66.7	97.1	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	26.5	26	96.4	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	63.2	94.4	95.9

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
<b>English/Language Arts</b>							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2011	5	33	100	43.8	40.6	15.6	56.3
	6	39	100	40.5	35.1	24.3	59.5
	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
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	33	100	46.9	40.6	12.5	53.1
	6	39	100	37.8	54.1	8.1	62.2
<b>Mathematics</b>							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2011	5	33	100	46.9	40.6	12.5	53.1
	6	39	100	37.8	54.1	8.1	62.2
	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
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2011	5	17	100	56.3	37.5	6.3	43.8
	6	19	100	N/AV	N/AV	N/AV	27.8
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2011	5	16	100	12.5	56.3	31.3	87.5
	6	20	100	47.4	42.1	10.5	52.6
	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
<b>Writing</b>							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2011	5	33	100	34.4	46.9	18.8	65.6
	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

Abbreviations for Missing Data

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