

## LEAPHART ELEMENTARY

120 Piney Grove Road  
Columbia, SC 29210

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	452 Students	
<b>Principal</b>	Gerald Gary	803-476-4700
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	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 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

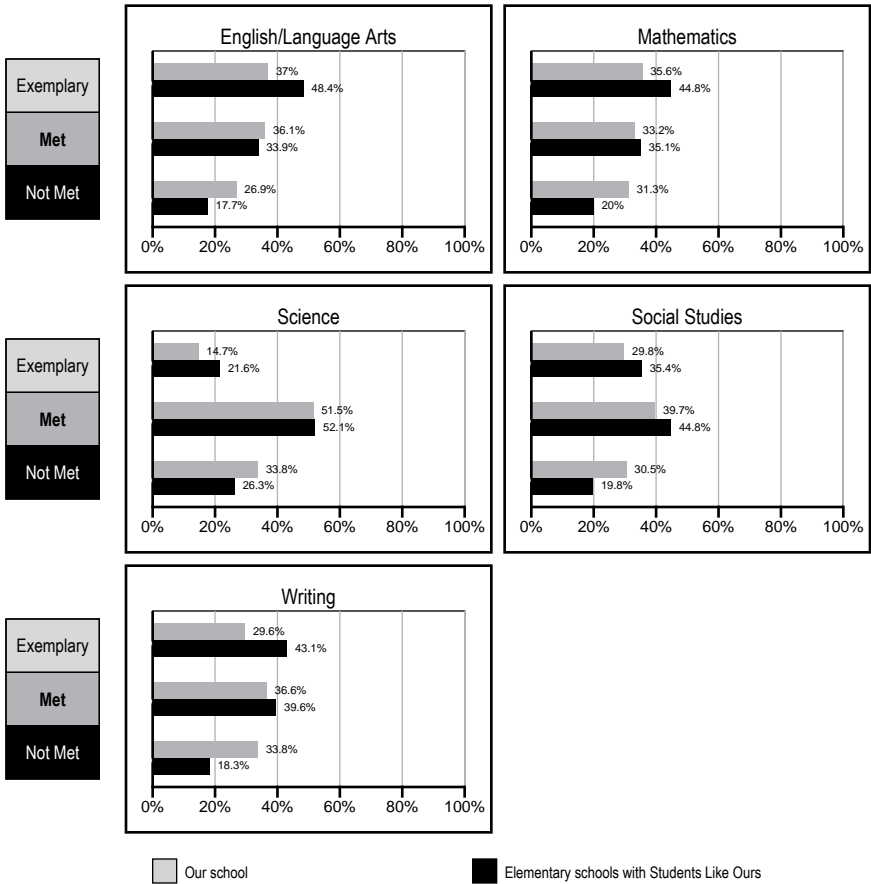
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	39	19	0	0

\* 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=452)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	0.9%	1.1%
Attendance rate	97.0%	Down from 99.9%	96.2%	96.2%
Served by gifted and talented program	16.2%	Down from 16.9%	19.1%	13.4%
With disabilities other than speech	3.5%	Down from 6.5%	3.9%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	67.6%	Up from 63.6%	64.5%	62.5%
Continuing contract teachers	89.2%	Up from 84.1%	90.6%	88.2%
Teachers returning from previous year	78.6%	Down from 79.4%	89.5%	87.8%
Teacher attendance rate	92.7%	Down from 94.0%	95.3%	95.2%
Average teacher salary*	\$48,124	Down 0.5%	\$48,058	\$46,773
Professional development days/teacher	10.8 days	Down from 11.9 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	88.3%	Down from 92.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,134	Down 2.9%	\$7,085	\$7,447
Percent of expenditures for instruction**	66.5%	Up from 65.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	65.6%	Up from 64.0%	66.3%	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

"Learn-Excel-Achieve-Possibilities" encompasses our belief and vision for all children. The 2010-2011 school year saw the continuation of the LEAPhart Engineering Arts Program (LEAP) at all grade levels. The mission of LEAP is to inspire, challenge, and empower all students by providing a rigorous problem-solving curriculum. It will expand in the future through the inclusion of Engineering Is Elementary (EIE) units of study, developed through the Museum of Science in Boston, Massachusetts. These units of study will be integrated through science and social studies content.

The renovation of Leaphart Elementary School (LES) was completed in the spring of 2011. It is a very exciting time as Leaphart now has walls and doorways throughout the school for the first time in its 36 year history. The renovation has provided the infrastructure needed to support 21st Century technology. The addition of netbooks and iPads in classrooms from grades 1-5 will support students' development of technology skills and will increase the engagement of students in real-world learning opportunities.

During school year 2010-2011, LES was one of four elementary schools, district-wide, to participate as a pilot school in the development and implementation of Response to Intervention (RtI). The addition of units of study at all grade levels, and the inclusion of the Fountas & Pinell Word Study program at grades K-3, provided additional structure to our balanced literacy core instruction. The expertise of four reading interventionists was utilized to support students through a tiered intervention model. The literacy coach provided ongoing professional development in the area of small group guided reading instruction to increase the capacity of all classroom teachers.

Opportunities for targeted students in grades 3-5 to engage mathematically throughout the day was provided through "Math Breakfast Club," during the day intervention blocks, and afterschool tutoring via the computer. Math Bowl, a weekly math challenge in the form of a problem-solving program, was provided to all students in kindergarten through grade 5. Weekly Math Bowl winners were announced, one from each grade level.

Our character emphasis challenged all students to "R.E.A.C.H." to new heights. A five month emphasis on the character traits of respect, encouragement, attitude, citizenship and hope was implemented. Out of the discussion on citizenship, a fifth-grade student Citizenship Committee was formed. Their words have become a guiding force for all students to know what "citizenship at Leaphart" really means.

To promote a wellness policy that encouraged students to not only have a healthy body but also a healthy mind, the School Improvement Council initiated the "R and R" (Reading and Recreation) program. Students at all grade levels were given a monthly calendar and asked to chart their independent reading and exercise progress. It was great to celebrate their accomplishments at the end of the year! As always we thank our PTO for their continued support in fundraising projects and their participation in school-wide family oriented activities. We could not do it without them!

We appreciate the opportunity to be a part of the lives of your children as they "Learn-Excel-Achieve-Possibilities" at LEAPhart Elementary School.

Michael Johnson, School Improvement Council Chairperson  
Rebecca McKenzie-Apling, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	71	24
Percent satisfied with learning environment	46.9%	80.3%	61.9%
Percent satisfied with social and physical environment	46.9%	77.5%	50.0%
Percent satisfied with school-home relations	78.1%	88.7%	54.5%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## 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

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	97.0%	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
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	229	100	26.9	36.1	37	79.8	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	115	100	31.7	34.6	33.7	77.9	86.7	78.7	N/A	N/A
Female	114	100	22.1	37.5	40.4	81.7	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	104	100	15.3	33.7	51	88.8	93.8	88.9	Yes	Yes
African American	109	100	41.5	36.2	22.3	68.1	80.2	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	80	14.3	5.7	34.3	60.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	122	100	40.2	39.2	20.6	70.6	79.6	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	229	100	31.3	33.2	35.6	77.4	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	115	100	39.4	24	36.5	74	88.7	79.9	N/A	N/A
Female	114	100	23.1	42.3	34.6	80.8	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	104	100	21.4	28.6	50	85.7	95	88.9	Yes	Yes
African American	109	100	44.7	36.2	19.1	66	80.8	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.6	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	74.3	14.3	11.4	45.7	63	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	122	100	42.2	37.3	20.6	69.6	80.7	74.9	No	Yes

\* 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

## 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	155	100	33.8	51.5	14.7	66.2	81.2	68.6
<b>Gender</b>								
Male	85	100	39.2	40.5	20.3	60.8	80.2	68.3
Female	70	100	27.4	64.5	8.1	72.6	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	68	100	17.5	61.9	20.6	82.5	89.5	80.7
African American	78	100	50	40.6	9.4	50	62.7	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	70.8
<b>Disability Status</b>								
Disabled	27	100	66.7	29.2	4.2	33.3	49.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	86	100	42.6	48.5	8.8	57.4	65.8	57.3
<b>Social Studies</b>								
All Students	155	100	31	39.4	29.6	69	85.5	72.5
<b>Gender</b>								
Male	69	100	29	33.9	37.1	71	84.1	72
Female	86	100	32.5	43.8	23.8	67.5	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	70	100	19.4	38.8	41.8	80.6	91.7	81
African American	72	100	46.8	37.1	16.1	53.2	71.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	73.5
<b>Disability Status</b>								
Disabled	25	100	71.4	9.5	19	28.6	56.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	86	100	43.2	43.2	13.5	56.8	70.8	62.9

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 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	75	100	33.8	36.6	29.6	66.2	83.4	73.2	97	96.8
<b>Gender</b>										
Male	33	100	46.9	37.5	15.6	53.1	77.5	67.2	97.1	96.8
Female	42	100	23.1	35.9	41	76.9	89.2	79.4	96.8	96.8
<b>Racial/Ethnic Group</b>										
White	34	100	15.2	45.5	39.4	84.8	88.6	81.5	96.7	96.7
African American	39	100	52.8	27.8	19.4	47.2	72.1	61.3	97.3	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	87	98.4	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.5	66.7	95.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	72.2	N/A	96.4
<b>Disability Status</b>										
Disabled	13	100	N/AV	N/AV	N/AV	30.8	40.5	26	97.3	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97.2	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	52.9	23.5	23.5	47.1	71	63.2	96.6	96.1

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>English/Language Arts</b>							
<b>2010</b>	3	70	98.6	19	34.9	46	81
	4	77	100	29	43.5	27.5	71
	5	93	100	28.4	39.8	31.8	71.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	73	100	24.6	30.4	44.9	75.4
	4	81	100	21.7	46.4	31.9	78.3
	5	75	100	34.3	31.4	34.3	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Mathematics</b>						
<b>2010</b>	3	70	98.6	30.2	31.7	38.1	69.8
	4	77	100	30.4	40.6	29	69.6
	5	93	100	35.2	36.4	28.4	64.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	73	100	46.4	20.3	33.3	53.6
	4	81	100	14.5	47.8	37.7	85.5
	5	75	100	32.9	31.4	35.7	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>Science</b>						
<b>2010</b>	3	35	100	53.1	18.8	28.1	46.9
	4	77	100	35.7	51.4	12.9	64.3
	5	48	100	45.5	40.9	13.6	54.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	36	100	45.5	42.4	12.1	54.5
	4	81	100	27.5	56.5	15.9	72.5
	5	38	100	35.3	50	14.7	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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>							
<b>2010</b>	3	34	100	21.9	28.1	50	78.1
	4	77	100	35.7	41.4	22.9	64.3
	5	45	100	34.1	45.5	20.5	65.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	37	100	32.4	29.7	37.8	67.6
	4	81	100	20.3	53.6	26.1	79.7
	5	37	100	50	22.2	27.8	50
	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
<b>Writing</b>							
<b>2010</b>	3	73	100	37.3	37.3	25.4	62.7
	4	76	96.1	36.8	41.2	22.1	63.2
	5	92	100	36.4	29.5	34.1	63.6
	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
<b>2011</b>	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	75	100	33.8	36.6	29.6	66.2
	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

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