



LOGAN ELEMENTARY

815 Elmwood Avenue
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	282 Students	
Principal	Dr. Richard E. Moore	803-343-2915
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Average
2009	Average	Good
2008	At-Risk	Average
2007	At-Risk	Good

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

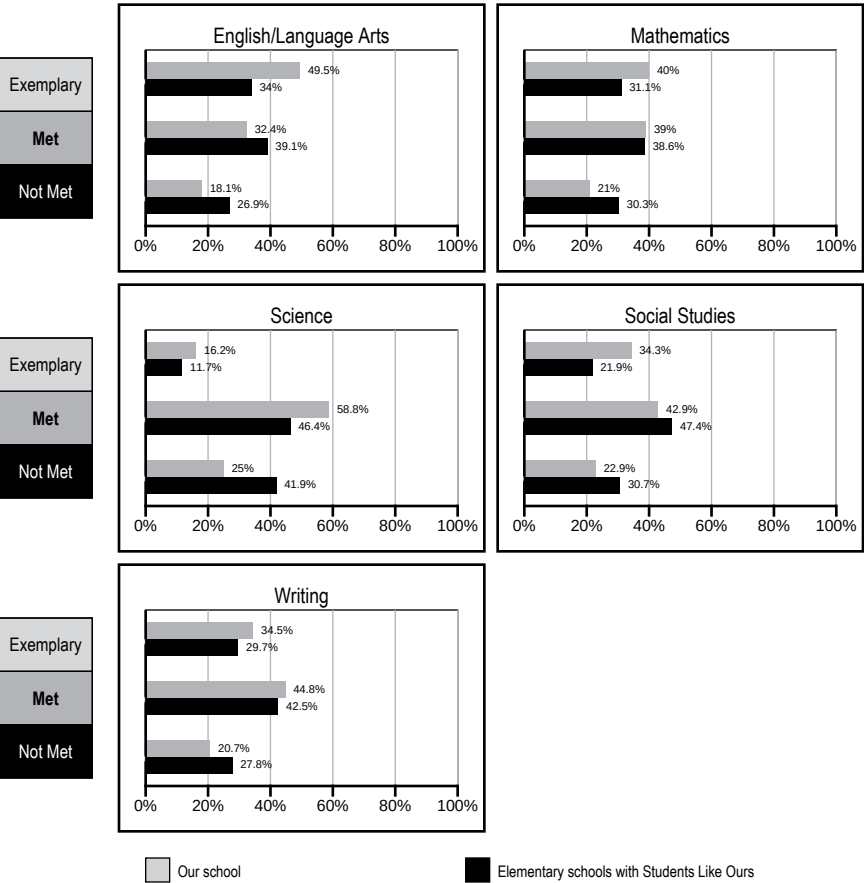
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	15	97	14	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
Students (n=282)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Up from 2.3%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	8.6%	Up from 5.0%	9.6%	13.4%
With disabilities other than speech	5.1%	Down from 14.3%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 1.7%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	70.8%	Down from 72.0%	60.0%	62.5%
Continuing contract teachers	91.7%	Down from 92.0%	88.4%	88.2%
Teachers returning from previous year	89.0%	No Change	87.3%	87.8%
Teacher attendance rate	95.7%	Up from 95.6%	95.0%	95.2%
Average teacher salary*	\$56,695	Up 0.8%	\$46,165	\$46,773
Professional development days/teacher	10.9 days	Down from 11.1 days	11.1 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Up from 14.6 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.2%	Up from 90.7%	89.7%	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**	\$11,808	Up 1.0%	\$7,491	\$7,447
Percent of expenditures for instruction**	76.8%	Up from 74.4%	67.7%	68.4%
Percent of expenditures for teacher salaries**	74.5%	Up from 68.9%	64.7%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

2010-2011 was a great year for the Logan Leopards! We continued the services of our science coach and reading interventionist, and continued to implement the TRIBES® program including classroom and individual goal setting and the daily community circle activities. We also fully implemented MAP testing looking at a full year's growth for each student. 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 Technology/Video and Editorial Cartoon Contests. Our archery team participated in the state archery competition for the fourth year in a row and hosted a local tournament with another district school. Logan was recognized by the state and district for making Adequate Yearly Progress with our 2010 PASS scores and we had nineteen Logan Leopards qualify for the Duke TIP program!

The fine arts program at Logan continued to prosper, even with the cuts in staffing. A designated ABC site, Logan was again the recipient of an Arts Curricular Innovation Grant, as well as a grant from Blue Cross Blue Shield. Our Contemporary Dance ensemble participated in a local presentation by a professional dance company and was again one of only two elementary groups invited to participate in the district dance festival. Logan sponsored the second annual Logan Elementary Choral Festival with the participation of eight area schools including one from another district. The Logan Singers were also featured guests at the Holiday program of the Sandlapper Singers. The Logan Singers and the Steel Band performed at Universal Studios in Orlando, Florida. Logan continued its partnership with the USC theater department and finished the year with a Leopards Live concert for the community that featured all the performing ensembles.

Professional development for the Logan staff this year included sessions in Empowering Writers and Principles of Learning, continued planning with our science coach, working with the fine arts team on arts integration and collaborating on SuccessMaker and MAP results. Teachers at all grade levels met regularly to look at and/or revise plans and to develop common assessments .

Parents attended conferences throughout the year, participated in SIC and PTA meetings and projects, helped set student goals and attended Books & Breakfast and Family Night activities. The school partnered with BB&T to provide four very successful sessions of a Parent University later replicated at the district level. The PTA helped sponsor the Orlando trip, purchased shirts for the chorus, sponsored Family Night activities, book fairs, and Art in the Park. They also began plans for a playing field in the back of the school and established a Logan Foundation for funding future school improvement projects. The SIC worked on the Annual School Report, a school uniform policy, sponsored College Days to promote a continuing education atmosphere among students and continued to work on their healthy school snacks project.

Primary challenges for Logan in the coming year include below grade level readers, the achievement of our special needs students, motivating students to make academic achievement a priority and dealing with the issues created due to funding cuts. Plans include continued training in Response to Intervention, Empowering Writers, Principles of Learning and in the new Common Core standards for our staff to help strengthen instruction.

Richard E. Moore, Principal Dave Roberts, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	29	22
Percent satisfied with learning environment	100.0%	89.7%	90.9%
Percent satisfied with social and physical environment	100.0%	86.2%	95.5%
Percent satisfied with school-home relations	72.0%	86.2%	90.9%

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

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

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 = 79.4% (Met or Exemplary)

All Students	116	100	18.1	32.4	49.5	88.6	78.3	82.4	Yes	Yes
Gender										
Male	63	100	21.4	30.4	48.2	87.5	74.3	78.7	N/A	N/A
Female	53	100	14.3	34.7	51	89.8	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	103	100	19.1	34	46.8	87.2	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	26	100	56.5	26.1	17.4	56.5	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	100	24.1	38	38	84.8	73.5	75.4	Yes	Yes

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

All Students	116	100	21	39	40	85.7	75.1	81.9	Yes	Yes
Gender										
Male	63	100	25	37.5	37.5	83.9	73.5	79.9	N/A	N/A
Female	53	100	16.3	40.8	42.9	87.8	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	103	100	22.3	39.4	38.3	84	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	26	100	60.9	26.1	13	52.2	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	100	27.8	38	34.2	81	69.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	75	100	25	58.8	16.2	75	58.7	68.6
Gender								
Male	38	100	21.2	63.6	15.2	78.8	58.2	68.3
Female	37	100	28.6	54.3	17.1	71.4	59.2	68.9
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	63	100	29.3	60.3	10.3	70.7	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	57.1	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	56	100	30	60	10	70	50.1	57.3

Social Studies

All Students	76	100	22.9	42.9	34.3	77.1	64.7	72.5
Gender								
Male	41	100	26.3	28.9	44.7	73.7	63.6	72
Female	35	100	18.8	59.4	21.9	81.3	65.8	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	69	100	25	43.8	31.3	75	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	40	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	58	100	30.8	46.2	23.1	69.2	56.8	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
Writing										
All Students	31	100	20.7	44.8	34.5	79.3	66.5	73.2	96.2	96.1
Gender										
Male	17	100	31.3	50	18.8	68.8	62	67.2	95.8	95.9
Female	14	100	7.7	38.5	53.8	92.3	71.2	79.4	96.6	96.3
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	87.8	81.5	96	96.2
African American	28	100	18.5	48.1	33.3	81.5	60.7	61.3	96.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	93.3	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	23.7	26	94.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	26	100	25	54.2	20.8	75	59.1	63.2	96	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
English/Language Arts							
2010	3	43	100	17.9	17.9	64.1	82.1
	4	29	100	24.1	41.4	34.5	75.9
	5	34	100	35.3	32.4	32.4	64.7
	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
2011	3	50	100	20.9	20.9	58.1	79.1
	4	35	100	9.1	30.3	60.6	90.9
	5	31	100	24.1	51.7	24.1	75.9
	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
Mathematics							
2010	3	43	100	30.8	30.8	38.5	69.2
	4	29	100	27.6	37.9	34.5	72.4
	5	34	100	47.1	38.2	14.7	52.9
	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
2011	3	50	100	23.3	32.6	44.2	76.7
	4	35	100	9.1	45.5	45.5	90.9
	5	31	100	31	41.4	27.6	69
	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							
2010	3	21	100	44.4	38.9	16.7	55.6
	4	29	100	27.6	65.5	6.9	72.4
	5	16	100	43.8	37.5	18.8	56.3
	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
2011	3	25	100	40.9	50	9.1	59.1
	4	35	100	12.1	63.6	24.2	87.9
	5	15	100	30.8	61.5	7.7	69.2
	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

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
Social Studies							
2010	3	22	100	28.6	42.9	28.6	71.4
	4	29	100	24.1	51.7	24.1	75.9
	5	18	100	38.9	44.4	16.7	61.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	25	100	28.6	38.1	33.3	71.4
	4	35	100	6.1	48.5	45.5	93.9
	5	16	100	50	37.5	12.5	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	43	100	28.2	41	30.8	71.8
	4	29	100	24.1	41.4	34.5	75.9
	5	34	100	29.4	35.3	35.3	70.6
	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
2011	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	31	100	20.7	44.8	34.5	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample